

Ministry of Higher Education and Scientific Research

Scientific supervision and evaluation device

Department of Quality Assurance and Academic Accreditation

(Academic program description form for colleges and institutes)

the university:University of Misan

the college/Institute:Faculty of Basic Education

Section:Arabic

File filling date /7/2024

the signature:the signature:

Name of department head:AMD Ali Sahib Issa

Scientific assistant:a.Dr. Ammar Muhammad Hattab

the date /7/2024the date:/7/2024

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Division of Quality Assurance and University Performance

Name of the director of the Quality Assurance and University Performance

Division:M.Dr. Hossam Ahmed Ali

the date / /2024

Signature

Authentication of the Dean

AMD Ammar Jabbar Hussein

Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program.

| | |
|--|--|
| University of Misan | Educational .1 institution |
| Faculty of Basic Education | Scientific .2 department/center |
| the department of Arabic language | Name of the academic .3 or professional program |
| Bachelor of Education in Arabic Language and Literature | Name of the final .4 certificate |
| Semester (courses) | Academic system: .5 Annual/courses/other s |
| | Accredited .6 accreditation program |
| Ministry of Education - Ministry of Planning | Other external .7 influences |
| | Date the description .8 |

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| | was prepared |
| Objectives of the academic program... .9 | |
| Preparing a specialized university teacher with a parallel personality, aware of his national and professional educational role, and armed with culture. | |
| General and specialized knowledge, good behavior, and adherence to the ethics of the educational profession, preparing him to keep pace with contemporary life in light of the data of modern technology, and providing him with skills that qualify him to perform his assigned tasks in schools, especially in the specialty of the Arabic language and its literature. | |

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| Required program outcomes and teaching, learning and evaluation .10 | |
| | methods |
| Cognitive objectives: -1 | |
| a1- Enabling students to obtain accurate knowledge and understanding of scientific information. | |
| a2- Enabling students to obtain knowledge and understanding of information in the Arabic language specialty. | |
| a3- Enabling students to obtain knowledge and understanding of scientific and practical skills in a functional manner. | |
| a4- Enabling students to obtain knowledge and understanding of how to adapt effectively to their peers and to others. | |
| a6- Enabling students to obtain knowledge and understanding of good teaching standards. | |
| a7- Enabling students to obtain knowledge and understanding related to his tendencies and trends. | |

B - The program's skill objectives

B1 - Enabling students to solve problems related to the intellectual framework.

B3 - Enabling students to solve problems related to the teaching profession and how to deal with students.

Teaching and learning methods

Using different methods to teach the subject to students, including lecture, discussion, exploration, the laboratory method, the method of trips and field visits, the problem-solving method, and other methods that facilitate the student's understanding of the school subject.

Evaluation methods

- Daily tests with multiple questions for academic subjects.**
- Asking competitive questions that spread the spirit of competition among students.**
- Assigning students to homework.**

C- Emotional and value goals.

C1- Enabling students to think and analyze topics related to the Arabic language

C2- Enabling students to think and analyze topics related to literary theories

C4- Enabling students to think and analyze topics related to teaching and how to deliver information to learners in the future.

Teaching and learning methods

Using many teaching methods through which we present the most important basics on topics related to thinking and analysis. Including the method of discussion and the method of interrogation, while assigning students homework that requires self-reflection and answering, while teaching them methods of thinking and scientific analysis of the subject.

Evaluation methods

- Daily exams with questions that require individual intellectual answers.
- Determining grades for the homework assignments assigned to the student.
- Setting grades for competitive questions directed to students that require intellectual and subjective answers.

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

Dr2- Enabling students to choose the appropriate teaching method for the subject.

Dr3- Enabling students to pass professional tests and interviews that take place while applying for work.

Dr4- Enabling students to continuously develop themselves and their professional lives after graduation.

Teaching and learning methods

Using different methods to teach the subject to students, including lecture, discussion, exploration, field visits, problem-solving methods, and other methods that facilitate the student's understanding of the subject, in addition to inviting some professional bodies and organizing seminars with students.

Evaluation methods

- Daily exams for students.
- Conduct tests similar to the field and work environment.
- Sending students for training in schools.

Planning for personal development.11

- Keeping up with modern technological developments in his field of

specialization and keeping up to date with what is up to date.

- Keeping up with all the new scientific theories and facts that are discovered in his field of specialization.
- Keeping up with everything new in how to deliver the material to learners, including modern teaching methods and methods.

Admission standard (establishing regulations related to college admission).12

the average

The most important sources of information about the program.13

1- Lectures and methodological books.

2- The Internet.

3- Libraries.

| | | - Program description | | | |
|--------------|--------------|---------------------------------|------------------------------|-----------------------|-------------|
| Credit hours | | Name of the material in English | Name of the course or course | Course or course code | Year /level |
| 3 | theoretic al | Grammar | Grammar | AA6 | The first |
| 2 | theoretic al | Pre-Islamic literature | Pre-Islamic literature | AA3 | The first |
| 1 | theoretic al | children's literature | children's literature | | The first |
| 1 | | library | the library | | The first |
| 2 | theoretic al | Islamic education | Islamic education | AEB12IE118 | The first |
| 3 | theoretic al | Grammar | Grammar | AA6 | The first |
| 2 | theoretic al | Pre-Islamic literature | Pre-Islamic literature | AA3 | The first |
| 2 | theoretic al | The Arabic dictionary | The Arabic dictionary | | The first |
| 2 | theoretic al | Hadith sciences | Hadith sciences | | The first |
| 3 | theoretic | Grammar | Grammar | AB6 | the |

| | | | | | |
|---|-------------|----------------------------|-------------------------|-----|------------|
| | al | | | | second |
| 2 | theoretical | Islamic literature | Islamic literature | AB3 | the second |
| 2 | theoretical | Rhetoric | Rhetoric | AB5 | the second |
| 2 | theoretical | Exchange | Exchange | AB8 | the second |
| 2 | theoretical | improve the performance | improve the performance | | the second |
| 2 | theoretical | Offers | Offers | AB9 | the second |
| 3 | theoretical | POTTERY | Grammar | AB6 | the second |
| 2 | theoretical | Umayyad literature | Umayyad literature | | the second |
| 2 | theoretical | Rhetoric | Rhetoric | AB5 | the second |
| 2 | theoretical | Exchange | Exchange | AB8 | the second |
| 2 | theoretical | Offers | Offers | AB9 | Third |
| 3 | theoretical | Grammar | Grammar | AC7 | Third |
| 2 | theoretical | Abbasid literature | Abbasid literature | AC6 | Third |
| 3 | theoretical | Andalusian literature | Andalusian literature | AC3 | Third |
| 3 | theoretical | Ancient literary criticism | Old cash | AC9 | Third |
| 2 | theoretical | Old book | Old book | AC4 | Thir |

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|----|-----------------|--|--|------|------------|
| | al | | | | d |
| 2 | theoretic al | Philology | Philology | AD4 | Thir d |
| 3 | theoretic al | Grammar | Grammar | AC7 | Thir d |
| 2 | theoretic al | Abbasid literature | Abbasid literature | AC6 | Thir d |
| 2 | theoretic al | Arabic literature in the Middle Ages | Arabic literature in the Middle Ages | | Thir d |
| 3 | theoretic al | Grammar | Grammar | AD3 | Four th |
| 3 | theoretic al | Modern literature | Modern literature | AD5 | Four th |
| 3 | theoretic al | Modern literary criticism | Modern criticism | | Four th |
| 3 | theoretic al | Methods of teaching the Arabic language | Methods of teaching the Arabic language | | Four th |
| 3 | theoretic al | children's literature | children's literature | | Four th |
| 3 | theoretic al | GRADUATI ON RESEARCH | research project | AD10 | Four th |
| 12 | practical | TEACHING PRACTICE | application | AD9 | Four th |

15 - Program skills chart:

| Learning outcomes required from the programme | | | | | | | | | | | | Essential or optional? | Course Name | Course Code | Year/level |
|---|----|----|----|--------|----|----|----|-----------|----|----|----|------------------------|------------------------|-------------|------------|
| Value | | | | Skills | | | | Knowledge | | | | | | | |
| C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | a4 | a3 | a2 | a1 | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Grammar | AA6 | the first |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Pre-Islamic literature | AA3 | the first |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|------------------------------|--------------------|-------------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | children's literature | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | the library | the first |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Grammar | AB6 | the second |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|--|---------------------------|------------|-------------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Islamic literature | AB3 | the second |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Rhetoric | AB5 | the second |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Exchange | AB8 | the second |

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|---|---|---|---|---|---|---|---|---|---|---|---|--|----------------|------------|-------------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Offers | AB9 | the second |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Grammar | AC7 | the third |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|-------------------------------|------------|------------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Abbasid literature | AC6 | the third |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Andalusi an literature | AC3 | the third |

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|---|---|---|---|---|---|---|---|---|---|---|---|--|------------------|------------|------------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Old cash | AC9 | the third |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Old book | AC4 | the third |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Philology | AD4 | the third |

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|---|---|---|---|---|---|---|---|---|---|---|---|--|---|-----|------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Arabic literature in the Middle Ages | | the third |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Methods of teaching the Arabic language | | the fourth |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Grammar | AD3 | the fourth |

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|---|---|---|---|---|---|---|---|---|---|---|---|--|--------------------------|------------|-------------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Modern literature | AD5 | the fourth |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Modern literature | | the fourth |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|--|-----------------------------|-----------------|------------|
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Modern criticism | | the fourth |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | General teaching methods | AEB12G TM111 | the fourth |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Graduation research project | AD10 | the fourth |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Application | AD9 | the fourth |

Course Description: Grammar

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

| | |
|---|------------------------------------|
| University of Maysan / College of Basic Education | Educational institution |
| Basic Materials/Arabic Language Department | Scientific department/center |
| Grammar | Course name/code |
| The first / first | Semester/year |
| 48 hours | Number of study hours (total) |
| /7/2024 | Date this description was prepared |

Objectives:

1-A brief description of the basic learning outcomes for students enrolled in the course:

Students learn about grammar, its importance, and its most important foundations.

The ability to distinguish parts of a word.

Familiarity with the signs of each part of the word.

Knowing the conditions of the inflected and inflected form and their signs.

Acquiring the skill of correct pronunciation of the grammatical structure, sub-parsing, and some knowledge

| 1- Topics that should be covered: | | |
|--|------------------------|--|
| Teaching hours | Number of weeks | List of topics |
| 3 | 1 | <p>Introducing the science of grammar, its importance and origin</p> <p style="text-align: right;">Principles of grammar.</p> <p style="text-align: center;">The history of the emergence of grammar.</p> <p>Distinguishing between grammar and other Arabic sciences.</p> <p>The importance of studying grammar for the student of Islamic sciences.</p> <p style="text-align: center;">The most prominent works in grammar science.</p> |
| 9 | 3 | <p>2- Speech, what it consists of, noun signs, verbs, and letters</p> <p style="text-align: center;">Definition of the word and related words.</p> <p>What is meant by the sentence, its sections, and the sign of each section.</p> <p style="text-align: center;">Differentiating between a sentence and a semi-sentence.</p> <p style="text-align: center;">Definition of the name, and its signs indicating it.</p> <p>Definition of the verb, its parts, signs of each part, and the nouns that function.</p> |

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| | | <p style="text-align: center;">Definition of the letter and its sign.</p> <p>Apply what the student has learned in this standard on selected texts from authentic books on jurisprudence and its principles, and Arabic literature.</p> |
| 15 | 5 | <p style="text-align: center;">3-The inflected and built and their signs</p> <p>What is meant by parsing and construction, their types, and the signs of each.</p> <p style="text-align: center;">The origin of nouns is parsing.</p> <p style="text-align: center;">Cases in which the noun is constructed.</p> <p>Rulings on verbs of their three types in terms of construction and parsing.</p> <p style="text-align: center;">Distinguishing between apparent and estimated parsing.</p> <p>The original grammatical marks and its subsidiary marks.</p> <p>The meaning of the six names, their words, and conditions for their parsing.</p> <p>The meaning of the dual, what is attached to it, and how to parse it.</p> <p>The meaning of the sound masculine plural, its conditions, what is attached to it, and how to parse it.</p> <p>The meaning of the plural sealed with an additional alif and ta, what is attached to it, and how to parse it.</p> <p>The meaning of what is infinite, how to parse it, and its conditions.</p> <p style="text-align: center;">The meaning of the five verbs, and how to parse them.</p> <p>The meaning of the other defective present tense, and how to parse it.</p> <p>Apply what the student has learned in this standard on selected texts from authentic books on</p> |

| | | |
|-----------|----------|--|
| | | jurisprudence and its principles, and Arabic literature. |
| 12 | 4 | <p>7- The indefinite noun and its rulings.</p> <p>What is meant by indefiniteness and knowledge.</p> <p>Types of knowledge in general.</p> <p>The meaning of the pronoun, its parts, the rule for connecting and separating the pronoun, and knowing the separating pronoun and the subject pronoun.</p> <p>The meaning of knowledge, its types, divisions of its types, and its verbal and syntactic rulings.</p> <p>Known as (Al), and its types.</p> <p>The meaning of the demonstrative noun, its parts, and its ranks according to what is referred to.</p> <p>The meaning of the relative noun, its types, its verbal and moral rulings, its need for connection, and the rulings on connection.</p> <p>The meaning of what is added to knowledge, what accepts definition, and what does not accept definition.</p> <p>Applying what the student has learned on selected texts from authentic books on jurisprudence and its principles, and Arabic literature.</p> |
| 6 | 2 | Comprehensive parsing exercises to benefit from the above, orally and in writing |

4-Developing learning outcomes in various fields of learning:

5- Teaching strategies used to develop this knowledge:

Lectures. -1

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|---|-----------|
| Classroom exercises. | -2 |
| Assignments outside the scope of the lecture. | -3 |
| Research. | -4 |
| Description of the skills to be developed in this field: | |
| Good speech. | ▪ |
| Create correct sentences and structures. | ▪ |
| Sound eloquent reading. | ▪ |
| The ability to discover errors and correct them. | ▪ |

e. Learning resources:

| | |
|--|---|
| 1- Required prescribed books: | |
| Diaa Al-Salik to the clearest paths. | ▪ |
| Electronic materials. | ▪ |
| Collection of Arabic Lessons by Mustafa Al-Ghalayini. | ▪ |
| Refined grammar by Dr. Muhammad Eid. | ▪ |
| 2-Main references: | |
| Alfiyya Ibn Malik. | ▪ |
| 3- Recommended books and references (scientific journals, reports, etc.) | |
| 4- Electronic references, websites, etc.: | |
| 5-Other educational materials such as computer-based programs/CDs. | |
| -Qur'anic Grammar by Dr. Jamil Ahmed Zafar | |
| 3- Teaching development processes: | |
| A survey questionnaire for students' opinions provided by the department. | ▪ |
| A detailed report submitted by the professor on the | ▪ |

extent of his achievement.

4- Processes for verifying student achievement standards (such as: checking the correction of a sample of student work by independent teachers, and exchanging periodic correction of tests or a sample of assignments with teaching staff from another institution):

Check the correction by department officials. ▪

Measuring students' level by reading samples of their writing. ▪

5- Describe the planning procedures for periodically reviewing the effectiveness of the course and planning for its development:

Consider results by section. -1

View the questionnaires submitted by students. -2

Forming a committee in the department to monitor the level of students' achievement in the subject. -3

Course Description: Islamic Literature

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

| | |
|---|---------------------------------|
| University of Maysan / College of Basic Education | Educational institution • |
| Basic Materials/Arabic Language Department | Scientific department/center • |
| Islamic | Course name/code • |
| First/second | Semester/year • |
| 30 hours | Number of study hours (total) • |

| | |
|---------|--------------------------------------|
| /7/2024 | Date this description was prepared • |
|---------|--------------------------------------|

Objectives:

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|---|
| <p>The student studies Islamic literature in terms of its related intellectual movements, influences, and environmental tributaries</p> <p>The student learns about the literary and critical developments that occurred in the Islamic literature.</p> <p>Manifestations of renewal and imitation in Islamic literature</p> <p>Students' awareness of the most important artistic and thematic features and characteristics in Islamic literature</p> <p>Identify the poets of this era and their special merits</p> <p>Identify the writers of this era and their literary merits</p> |
|---|

Course description

| 1- Topics that should be covered: | | |
|--|---|--|
| Calendar | Learning method | List of topics |
| Formative calendar | Presentation, discussion and clarification | Learn about the concept of Islamic literature |
| Formative | Presentation, | Opinions of critics in Islamic literature |

| | | |
|------------------------------------|--|---|
| calendar | discuss ion and clarific ation | |
| Formativ e calendar | Present ation, discuss ion and clarific ation | Islam's position on poetry |
| Formativ e calendar | Present ation, discuss ion and clarific ation | Islam and the language of poetry in terms of strength and weakness |
| Formativ e calendar | | First test |
| Formativ e calendar | Present ation, discuss ion and clarific ation | Poetic purposes in the Islamic era |
| Formativ e calendar | Present ation, discuss ion and clarific ation | Examples of new poetic purposes |
| Formativ e calendar | Present ation, discuss ion and | Poetic aspects in Islamic literature |

| | | |
|---------------------------|---|---|
| | clarification | |
| Formative calendar | Presentation, discussion and clarification | Hassan bin Thabit, his life and poetry |
| Formative calendar | Presentation, discussion and clarification | Discussing Al-Asmai's opinions |
| Formative calendar | | The other test |
| Formative calendar | Presentation, discussion and clarification | Abdullah bin Rawaha, his life and poetry |
| Formative calendar | Presentation, discussion and clarification | Mutaym bin Nuwairah, his life and poetry |
| Formative calendar | Presentation, discussion and clarification | Rhetoric, letters, proverbs and proverbs |

| | | |
|---------------------------|--|--------------------------------|
| | ation | |
| Formative calendar | Present ation, discussion and clarification | Employing Islamic prose |
| | | The final test |

Teaching strategies used:

Lectures

Classroom exercises

Assignments outside the scope of the lecture

Research and reports

Learning resources:

Required textbooks:

Al-Amali in Islamic Literature, Dr. Ibtisam Al-Saffar

Poetry and poets by Ibn Qutaybah

The Islamic era Shawqi Deif

Layers of hair stallions by Ibn Salam Al-Jumahi

Collections of Islamic poets

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

Electronic references, websites, etc.:

Other educational materials such as computer-based programs/CD-ROMs, and

standards.

Teaching development processes:

A survey questionnaire for students' opinions provided by the department.

A detailed report submitted by the professor on the extent of his achievement.

Describe planning procedures for periodically reviewing course effectiveness and planning for its improvement:

Consider results by section.

View the questionnaires submitted by students.

Forming a committee in the department to monitor the level of students' achievement in the subject.

Course Description: Umayyad Literature

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

| | |
|--|--|
| University of Maysan / College of Basic Education | Educational institution • |
| Basic Materials/Arabic Language Department | Scientific • department/center |
| Umayyad | Course name/code • |
| Second/second | Semester/year • |
| 30 hours | Number of study hours • (total) |
| /7/2024 | Date this description was • |

| | |
|--|-----------------|
| | prepared |
|--|-----------------|

Objectives:

| |
|---|
| <p>The student studies Islamic literature in terms of its related intellectual movements, influences, and environmental tributaries</p> <p>The student learns about the literary and critical developments that occurred in Umayyad literature.</p> <p>Manifestations of renewal and imitation in Umayyad literature</p> <p>Students’ awareness of the most important artistic and thematic features and characteristics in Umayyad literature</p> <p>Identify the poets of this era and their special merits</p> <p>Identify the writers of this era and their literary merits</p> |
|---|

Course description

| 1- Topics that should be covered: | | |
|--|---|--------------------------------------|
| Calendar | Learning method | List of topics |
| Formative calendar | Presentation, discussion and clarification | The nature of Umayyad society |
| Formative calendar | Presentation, discussion and clarification | Poetic trends |

| | | |
|---------------------------|---|--|
| Formative calendar | Presentation, discussion and clarification | Technical and objective characteristics |
| Formative calendar | Presentation, discussion and clarification | Umayyad poets |
| Formative calendar | | First test |
| Formative calendar | Presentation, discussion and clarification | Rhetoric and its importance |
| Formative calendar | Presentation, discussion and clarification | Types of public speaking and models thereof |
| Formative calendar | Presentation, discussion and clarification | The significance of Hassan bin Thabit and its style |
| Formative | Presentation, | Omar bin Abi Rabia and his poetry |

| | | |
|---------------------------|---|--|
| calendar | discussion and clarification | |
| Formative calendar | Presentation, discussion and clarification | Development in the purpose of spinning in the Umayyad era |
| Formative calendar | | The other test |
| Formative calendar | Presentation, discussion and clarification | The art of satire |
| Formative calendar | Presentation, discussion and clarification | Antitheses |
| Formative calendar | Presentation, discussion and clarification | Jarir, Al-Akhtal, and Al-Farazdaq |
| Formative calendar | Presentation, discussion and | Poetic models of antitheses |

| | | |
|--|----------------------|-----------------------|
| | clarification | |
| | | The final test |

Teaching strategies used:

Lectures.

Classroom exercises.

Assignments outside the scope of the lecture.

Research and reports

Learning resources:

Required textbooks:

Al-Amali in Islamic Literature, Dr. Ibtisam Al-Saffar

Poetry and poets by Ibn Qutaybah

The Islamic era Shawqi Deif

Layers of hair stallions by Ibn Salam Al-Jumahi

Collections of Islamic poets

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

Electronic references, websites, etc.:

Other educational materials such as computer-based programs/CD-ROMs, and standards.

Teaching development processes:

A survey questionnaire for students' opinions provided by the department.

A detailed report submitted by the professor on the extent of his achievement.

Describe planning procedures for periodically reviewing course effectiveness and planning for its improvement:

Consider results by section.

View the questionnaires submitted by students.

Forming a committee in the department to monitor the level of students' achievement in the subject.

Course Description: Andalusian Literature

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

| | |
|--|---|
| University of Maysan / College of Basic Education | Educational institution • |
| Basic Materials/Arabic Language Department | Scientific department/center • |
| Andalusian | Course name/code • |
| First/third | Semester/year • |
| 30 hours | Number of study hours (total) • |
| /7/2024 | Date this description was prepared • |

Objectives:

The student studies Andalusian literature in terms of its related intellectual movements, influences, and environmental tributaries

The student learns about the literary and critical developments that occurred in Andalusia.

Manifestations of renewal and imitation in Andalusian literature

Course description

| 1- Topics that should be covered: | | |
|--|--------------|---|
| Teaching hours | weeks | List of topics |
| 2 | 1 | An intellectual overview of Andalusia, its cultural tributaries and scientific connections |
| 2 | 2 | Study of poetic arts in Andalusia |
| 2 | 3 | Issues of literary criticism in Andalusia |
| 2 | 4 | The impact of philosophy on Andalusian poetry |
| 2 | 5 | First test |
| 2 | 6 | Arabic literature in Andalusia between followers and innovation |
| 2 | 7 | Followers in Andalusian literature |
| 2 | 8 | Renewal in Andalusian literature |
| 2 | 9 | The impact of Andalusian literature on Western |

| | | |
|----------|-----------|---|
| | | literature |
| 2 | 10 | Renewal in poetic purposes |
| 2 | 11 | The other test |
| 2 | 12 | Artistic prose in Andalusia |
| 2 | 13 | Letters in Andalusia |
| 2 | 14 | Critical readings of poetic models |
| 2 | 15 | Critical readings of prose models |
| | | The final test |

Teaching strategies used:

| | |
|--|-----------|
| Lectures. | -1 |
| Classroom exercises. | -2 |
| Assignments outside the scope of the lecture. | -3 |
| Research. | -4 |

Learning resources:

Required textbooks:

| | |
|---|-----------|
| Andalusian Literature from the Conquest to the Fall of the Caliphate, Dr. Ahmed Heikal | -1 |
| Arabic Literature in Andalusia, Dr. Abdul Aziz Ateeq | -2 |

| |
|--|
| Andalusian literature, its themes and arts, Dr. Mustafa Shakaa -3 |
| 3- Recommended books and references (scientific journals, reports, etc.) |
| 4- Electronic references, websites, etc.: |
| 5-Other educational materials such as computer-based programs/CD-ROMs and standards. |
| 3- Teaching development processes: |
| <p>A survey questionnaire for students’ opinions provided by the department. ▪</p> <p>A detailed report submitted by the professor on the extent of his achievement. ▪</p> |
| 5- Describe the planning procedures for periodically reviewing the effectiveness of the course and planning for its development: |
| Consider results by section. -1 |
| View the questionnaires submitted by students. -2 |
| Forming a committee in the department to monitor the level of students’ achievement in the subject. -3 |

Course Description: Ancient Criticism

This course includes textual readings of the most prominent critical issues in ancient Arabic literature, and introduces the most prominent ancient critics. It presents the impressionistic critical features of the pre-Islamic era and the beginning of Islam, the truth of Islam’s position on poetry, and the foreign intellectual influences that directed part of this criticism. It stops at the issues of (literary theft), (pronunciation and meaning), (exaggeration), (honesty and lies), and (composition and prose), and also monitors the critical efforts of Al-

Jahiz, Ibn Qutaybah, Qudama bin Jaafar, Al-Amdi, and Abdul Qaher Al-Jurjani.

| | |
|--|---|
| University of Maysan / College of Basic Education | Educational institution |
| Basic Materials/Arabic Language Department | Scientific department/center |
| Old cash | Course name/code |
| First/third | Semester/year |
| 48 hours | Number of study hours (total) |
| /7/2024 | Date this description was prepared |

Objectives:

Objectives of the article:

- 1- That the student is familiar with the monetary features of the Arabs from the pre-Islamic era until the end of the second Abbasid era.**
- 2- For the student to become familiar with the trends of literary criticism among Arabs and the factors behind their emergence.**
- 3- To become acquainted with the major critical issues in ancient Arabic literature.**
- 4- That the student is familiar with the biographies and efforts of the most prominent ancient critics.**

| Jobs and reports | The main and supporting material to be covered | The week |
|--|--|------------------------------|
| Reports derived from (Sources of Pre-Islamic Poetry) by Dr. Nasser al-Din al-Assad | Critical features of the pre-Islamic era And Islam was issued | the first |
| List the verses and hadiths related to Islam's position on poetry | Islam and poetry | the second |
| Review of the book (Aristotle's Summary of Poetics) by Ibn Rushd | Greek philosophy and poetry | the third |
| | | |
| Preparing reports drawn from (The History of Literary Criticism among the Arabs) by Dr. Ihsan Abbas | The issue of literary theft | Fifth |
| Preparing reports drawn from (Poetry and Poets) by Ibn Qutaybah | The issue of pronunciation and meaning | VI the first exam |
| Preparing reports derived from (Al-Burhan fi Wujuh Al-Bayan) by Ibn Wahb | Exaggeration issue | Seventh |
| Preparing reports drawn from (Criticism of Poetry) by Qudama bin Jaafar | The issue of honesty | VIII |

| | | |
|--|---|---------------------------------|
| | and lying | |
| Preparing reports drawn from (Al-Umdah) by Ibn Rashiq Al-Qayrawani | The issue of systems and prose | Ninth |
| Review of the book (The Miracle of the Qur'an) by Al-Baqalani and (Messages of Criticism) by Ibn Sharaf | Application models | The tenth |
| Preparing reports derived from (statement and explanation) | Al-Jahiz His life and critical efforts | eleventh |
| He asks students to provide their comments orally and in writing about his interpretation of Nasib | Ibn Qutaybah His life and critical efforts | twelveth Second exam |
| Students are assigned to return to (the history of literary criticism among the Arabs) and prepare reports about The role of translation in Arabic criticism | Qudamah bin Jaafar His life and critical efforts | Thirteenth |
| Conduct a discussion on the concept of budgeting in ancient Arabic criticism | Al-Amdi His life and critical efforts | fourteenth |
| Make a comparison with the opinions of Judge Abdul Jabbar | Abdul Qahir Al-Jarjani His life and critical efforts | Fifteenth |

| | | |
|--|-------------------------------------|--|
| | Review the article | |
| | Practice exam (optional) | sixteen |
| | final exam | seventeen th final exam |

Learning resources:

Required textbooks:

- In pre-Islamic literature, Dr. Taha Hussein. .1**
- Sources of pre-Islamic poetry, Dr. Nasser al-Din al-Assad. .2**
- The artistic image in the critical and rhetorical heritage of the Arabs, Dr. .3
Jaber Asfour.**
- The Concept of Poetry: A Study in the Critical Heritage, Dr. Jaber Asfour. .4**
- Introduction to Arabic Poetry, Adonis. .5**
- The concept of literature in Al-Khalduni's discourse, Dr. Ghassan Abdel .6
Khaleq.**

Course Description: The Middle Ages

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

| | |
|--|---|
| University of Maysan / College of Basic Education | Educational institution |
| Basic Materials/Arabic Language Department | Scientific department/center |
| Middle Ages | Course name/code |
| First/third | Semester/year |
| 30 hours | Number of study hours (total) |
| /7/2024 | Date this description was prepared |

Objectives:

| | |
|---|-----------|
| Introducing the student to the nature of the Middle Ages from the political, social and literary aspects | -1 |
| Explaining the impact of the Arab father in the Middle Ages | -2 |
| Developments that occurred in literature in this era. | -3 |
| Manifestations of development and renewal in this era | -4 |
| Manifestations of failure and weakness | -5 |

| 1- Topics that should be covered: | | |
|--|---|---|
| Calendar method | Teaching method | List of topics |
| Formative assessment | Diction Discussion Analysis Interpretation | Highlighting the nature of life in the Middle Ages |
| Formative assessment | Diction Discussion Analysis Interpretation | Literary life |
| Formative assessment | Diction Discussion Analysis Interpr | Knowledge of the scientific nature and its impact on poets' repertoire |

| | | |
|-----------------------------|--|---|
| | etation | |
| Formative assessment | Diction Discussi on Analysi s Interpr etation | Themes of poetry in the Middle Ages |
| | Diction Discussi on Analysi s Interpr etation | Getting to know the poets of the Middle Ages |
| Formative assessment | Diction Discussi on Analysi s Interpr etation | Poetic purposes |
| | | First test |
| Formative assessment | Diction Discussi | Manifestations of renewal and development |

| | | |
|--------------------------------------|---|---|
| | <p style="text-align: center;">on</p> <p style="text-align: center;">Analysi s</p> <p style="text-align: center;">Interpr etation</p> | |
| Formative assessmen t | <p style="text-align: center;">Diction</p> <p style="text-align: center;">Discussi on</p> <p style="text-align: center;">Analysi s</p> <p style="text-align: center;">Interpr etation</p> | Prose topics |
| Formative assessmen t | <p style="text-align: center;">Diction</p> <p style="text-align: center;">Discussi on</p> <p style="text-align: center;">Analysi s</p> <p style="text-align: center;">Interpr etation</p> | Trends in prose topics |
| Formative assessmen t | <p style="text-align: center;">Diction</p> <p style="text-align: center;">Discussi on</p> <p style="text-align: center;">Analysi s</p> <p style="text-align: center;">Interpr etation</p> | Identify the most important writers of the Middle Ages |

| | | |
|---|---|------------------------------|
| | | The other test |
| Formative assessment | Diction Discussion Analysis Interpretation | Prose applications |
| Formative assessment | Diction Discussion Analysis Interpretation | Comprehensive reviews |
| | | The final test |
| Methods for evaluating students' numerical and communication skills: | | |
| Presentation in the classroom. ▪ | | |
| Periodic selections. ▪ | | |
| End-of-semester tests. ▪ | | |
| Learning resources - main references: | | |
| The Middle Ages, Dr. Nazim Rashid ▪ | | |
| 3- Recommended books and references (scientific journals, reports, etc.) | | |

4- Electronic references, websites, etc.:

5-Other educational materials such as computer-based programs/CD-ROMs, and technical standards/regulations:

Course description:

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

| | | |
|--|---|-----------|
| Faculty of Basic Education | Educational institution | .1 |
| Arabic language | Scientific department/center | .2 |
| Methods of teaching the Arabic language | Course name/code | .3 |
| Seventh/fourth | Semester/year | .4 |
| 45 hours | Number of study hours (total) | .5 |
| | Date this description was prepared | .6 |
| Course objectives | | .7 |
| 1. Students' knowledge of the concept of teaching methods | | |
| 2. Students' knowledge of the importance of teaching methods | | |
| 3. Identify the most important commonly used methods | | |
| 4. Identify the most important trends and innovations in teaching methods | | |
| 5. Identify teaching methods for mastery and creativity | | |
| 6. Students' knowledge of diversifying teaching and its strategies | | |
| Teaching and learning methods | | |
| 1. Delivering the lecture | | |
| 2. Interrogation and discussion | | |
| 3. Asking students to write a daily lesson plan | | |
| 4. Asking the students to prepare a mini-lesson and present it | | |

| | |
|---|--|
| Evaluation methods | |
| <p>1. Daily, monthly and quarterly tests with objective and essay questions 2. Practical tests on writing a daily lesson plan 3. Implementing a mini-lesson for the student in front of his colleagues</p> | |
| C- Emotional and value goals C1- Developing the spirit of development and renewal C2- Follow up on the latest innovations and developments in teaching methods C3- Keeping pace with the use of technology in education C4- Communicating with developments in global psychological educational sciences | |
| Teaching and learning methods | |
| Brainstorming Method of solving problems Programmed education | |
| Evaluation methods | |
| Written exams Practical tests (application) | |
| D - Transferable general and qualifying skills (other skills related to employability and personal development). Dr1-Uses modern and advanced sources Dr2- Benefiting from technology in learning and teaching | |

| | |
|--|--|
| Infrastructure .10 | |
| | |
| The latest literature on teaching methods and strategies, covering the prescribed vocabulary | 1- Required prescribed books |
| Dr. Dawoud Maher Muhammad and Majeed Mahdi Muhammad: Basics in general teaching methods Shaker Al-Amin: General teaching methods for social subjects The trick: teaching methods and strategies | 2- Main references (sources) |
| | Recommended books and references (scientific journals, reports,...) |

| | |
|--|---|
| | B - Electronic references, Internet sites... |
|--|---|

| | |
|---|--|
| Course development plan .11 | |
| Providing the college with the latest sources in scientific research and teaching methods | |
| Providing a school to train the student (teacher) under the supervision of the supervising professor | |

Course Description: Modern Literature

In this course, the student studies the beginning of the modern Renaissance and its various influences before the Renaissance and at its beginning, and its impact on Arabic literature, the most important cultural trends and arts, the mental renewal trend, the creative trend, and the prose arts such as the essay, the modern maqama, the story, and the novel, and the most important figures of the era in poetry and prose, and their models: and an applied study. They have the most famous examples of poetry and prose

| | |
|--|---|
| University of Maysan / College of Basic Education | Educational institution |
| Basic Materials/Arabic Language Department | Scientific department/center |
| Modern literature | Course name/code |
| First/fourth | Semester/year |
| 45 hours | Number of study hours (total) |
| /7/2024 | Date this description was prepared |

Objectives:

Objectives of the article:

For the student to become acquainted with the general state of literature at the beginning of the modern Renaissance, with its various influences before the Renaissance and at its beginning, the most important cultural trends, its arts and models, its most important figures in poetry and prose, and an applied study of their poetic and prose models.

| Detail | Base material | The week |
|--|---|-------------------|
| Deterioration and incoherence | entrance Explaining the cultural and intellectual situation before the Renaissance | the first |
| The causes and factors of the renaissance | Explaining the most important factors of the renaissance | the second |
| School of Resurrection and Revival | Study of modern literary trends in | the third |

| | | |
|--|---|-------------------|
| | the Renaissance | |
| Conservative chart trend | Continue studying recent trends | the fourth |
| Mental renewal trend | Continue studying recent trends | Fifth |
| Creative emotional direction | Continue studying recent trends | VI |
| Correcting and checking the test | First test | Seventh |
| Public speaking and its types | Study of prose arts | VIII |
| Examples and examples of public speaking | Applied studies | Ninth |
| Article, story, etc | He continued to study prose arts | The tenth |
| The modern Maqamah and its artistic and objective characteristics | He continued to study prose arts | eleventh |
| The story, its types and characteristics | He continued to study prose arts | twelveth |
| Correcting the test and checking the results | The other test | Thirteenth |
| The novel and its artistic characteristics | He continued to study prose arts | fourteenth |
| Choose different examples of poetry and prose | Comprehensive review | Fifteenth |
| Correcting and checking the results | final exam | sixteen |

Course sources:

1- Required prescribed books:

Modern Arabic Literature, Its Schools and Arts...Muhammad Saleh .1
Al-Shanti

Contemporary Arabic Literature Shawqi Deif .2

The origins and development of modern prose, Omar Al-Desouki .3

Creative works of poets and writers .4

Course Description: Modern Criticism

In this course, the student studies the most important modern critical schools and trends, an applied study of them, and the most famous poetic and prose models.

| | |
|--|---|
| University of Maysan / College of Basic Education | Educational institution |
| Basic Materials/Arabic Language Department | Scientific department/center |
| Modern criticism | Course name/code |
| First/fourth | Semester/year |
| 45 hours | Number of study hours (total) |
| /7/2024 | Date this description was prepared |

Objectives:

Objectives of the article:

For the student to become familiar with modern criticism, its definition and what it is

Types of critical schools and doctrines

The most prominent figures of modern criticism

Characteristics and features of modern criticism

| Calendar | How to apply | Base material | The week |
|---------------------------|-------------------------------|--|-------------------|
| Formative calendar | Lecture and discussion | In the concept of criticism, and modern criticism | the first |
| Formative calendar | Lecture and discussion | Characteristics of modern criticism | the second |
| Formative calendar | Lecture and discussion | The most prominent modern monetary trends | the third |
| Formative calendar | Lecture and discussion | the classic school | the fourth |
| Formative calendar | Lecture and discussion | Romance | Fifth |
| Formative calendar | Lecture and discussion | realism | VI |
| Formative calendar | Lecture and discussion | Types of realism | Seventh |

| | | | |
|---------------------------|-------------------------------|------------------------|-------------------|
| Formative calendar | Lecture and discussion | Natural realism | VIII |
| Formative calendar | | First test | Ninth |
| Formative calendar | Lecture and discussion | Natural realism | The tenth |
| Formative calendar | Lecture and discussion | Symbolism | eleventh |
| Formative calendar | Lecture and discussion | Banasiya | twelveth |
| Formative calendar | Lecture and discussion | The other test | Thirteenth |
| Formative calendar | Lecture and discussion | The stage | fourteenth |
| Formative calendar | Lecture and discussion | Narration | Fifteenth |
| Formative calendar | | final exam | sixteen |

Course sources:

Required textbooks:

Modern Literary Criticism, Dr. Muhammad Ghoneimi Hilal
Modern monetary schools, Muhammad Abdel Moneim Khafaja
Creative productions in poetry and prose
websites
CDs

Course development plan:

According to sector

Keeping up with monetary developments and new doctrines

Survey of the opinions of stakeholders and students