**Ministry of Higher Education and Scientific Research**
**Scientific Supervision and Scientific Evaluation Apparatus**
**Directorate of Quality Assurance and Academic Accreditation**
**Accreditation Department**

# Academic Program and Course Description Guide

**2025**

**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

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 1. Educational institution |
| Faculty of Education | 2. Scientific department/center |
| the department of Arabic language | 3. Name of the academic or professional program |
| Bachelor's degree in Arabic Language and Literature | 4. Name of the final certificate |
| 2024−2025 | 5. Academic system: Annual/courses/others |
| | 6. Accredited accreditation program |
| Ministry of Education/other institutions in the country | 7. Other external influences |
| | 8. Date the description was prepared |

| 9. Objectives of the academic program |
|---|
| Making the product that emerges from the Arabic Language Department in the College of Education an effective element in community service and communication |
| The educational message required above is the best scientific and educational levels |

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|---|
| **10. Required program outcomes and teaching, learning and evaluation methods** |
| **i**- **Cognitive goals**<br>**A1- Enabling students to obtain knowledge and understanding of the intellectual framework of the subjectCreation and expression.**<br><br>**A2-Training students on public speaking and expression skills and mastering the art of communicating with others**<br><br>**A3- Preparing students psychologically and educationally for the profession of teaching a subjectCreation and expressionIn secondary schools.** |
| **B - Objectives Marathi for the programme**<br><br>**B1- It determines the transfer of theoretical knowledge to the practical aspect within the school classroom.**<br><br>**B2- Apply strategiesCreation and expressionInside the school classroom.**<br><br>**B3 - Apply appropriate methods to reduce the effect of forgetting.**<br><br>**B 4- Apply learning theories in educational situations.** |
| **Teaching and learning methods** |
| **1-Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).**<br><br>**2- Through the method of questioning and discussion, the study materials are clarified and explained by the academic staff.**<br><br>**3- Directing students to visit the library and the International Informatics Network to obtain information and facts.** |
| **Evaluation methods** |

50% semester exams, and daily attendance and participation are taken into consideration.

50% end-of-semester exams.

**C- Emotional and value goals.**

1- He gave them literary talent in the subject of composition and expression.
2- Evaluates some texts in terms of their linguistic sobriety.

**Teaching and learning methods**

1- Assigning students to make reports regarding the ongoing lecture and demonstrating its importance.

2- Interrogating students through a set of thinking questions (how, why, where, which) for some topics.

3- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.

4- Teaching students how to build their ways of thinking and analysis.

**Evaluation methods**

1- Raising the element of motivation among students by rewarding the applicant with grades.

2- The correct answer is counted as an approved model answer in the daily or final exam.

3- Supporting students who have good competence in accordance with the department's requirements.

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|---|
| **11. Planning for personal development** |
| 1-The curriculum denies taking into account students' inclinations, trends, needs, and problems.<br><br>2- The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development.<br><br>3- The teacher must have an influential personality on his students, because the student is influenced - firstly - by the teacher, and the capable professor adds a special style to the student's teaching personality.<br><br>4- Periodic (annual) updating of approved training plans. |
| **12. Admission standard (establishing regulations related to admission to the college or institute)** |
| 1- Central admission.<br>2- Student's desire.<br>3- Competitive rate between departments. |
| **13. The most important sources of information about the program** |
| 1- Books, periodicals, theses, and university dissertations that meet the latest study requirements in the modern literature/poetry major.<br>2- International information network .<br>3- Personal experience of the person teaching the course. |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation** | | | | | | | | | | | | | | | | | | |
| **Learning outcomes required from the programme** | | | | | | | | | | | | | | | | | | |
| General and qualifying transferable skills (other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Basic | Creation and expression | 145 | The first |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## M. Raghad Ismail Arebi

**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.

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 1. Educational institution |
| College of Education/Department of Arabic Language | 2. Scientific department/center |
| 145 | 3. Course name/code |
| First stage students | 4. Available attendance forms |
| 2024−2025 | 5. Semester/year |
| (601 hour (2) hours for each section | 6. Number of study hours (total) |
| | 7. Date this description was prepared |

8. Course objectives

| |
|---|
| 1- Preparing students to teach the subject of composition and expression |
| 2- Preparing scientific researchers in the field of research in composition and expression |
| 3- Conducting research and reports on composition and expression |
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| 10. Course outcomes and teaching, learning and evaluation methods |
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| A- Cognitive objectives<br><br>A1- Knows the concept of construction and expression.<br><br>A2- Shows the importance of studying composition and expression.<br><br>A3- Determines the study objectives for this course (construction and expression).<br><br>A4-Distinguish between the goals of studying composition and expression.<br><br>A5- Explains the characteristics of studying this subject.<br><br>A6- Identifies the important characteristics that must be highlighted within the study of composition and expression. |
| B - The skills objectives of the course.<br><br>B1 - Write a research paper, and write specialized research and studies in various fields, especially composition and expression.<br><br>B2 - Medium and high-level linguistic and critical terms are used to suit the nature of the lesson.<br><br>B3 - Learn methods of teaching the subject of composition and expression.<br><br>B4- |
| Teaching and learning methods |
| 1- Modified lecture.<br>2- Discussion .<br>3- Interrogation.<br>4- Brainstorming .<br>5- Motivational questions. |
| Evaluation methods |
| 1- 50% semester exams,Taking into consideration bDaily attendance and participation.<br>2- 50% end-of-semester exams. |

**C- Emotional and value goals**

1- He gave them literary talent in the subject of composition and expression.
2- Evaluates some texts in terms of their linguistic sobriety

**Teaching and learning methods**

1- Assigning students to make reports regarding the current lecture and demonstrating its importance.
2- Questioning students through a set of thinking questions (how, why, where, which) for some topics.
3- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.
Teaching students how to build their ways of thinking and analysis.

**Evaluation methods**

1- Stimulating the element of motivation among students by rewarding the applicant with grades.
2- The correct answer is counted as an approved model answer in the daily or final exam.
Supporting students who have good competence in accordance with the department's requirements.

**D - Transferable general and qualifying skills (other skills related to employability and personal development).**

D1- Review the previous steps and their outcomes.

D2- Access to scientific and literary developments through books and periodicals.

D3- Continuous access to the international information network in the field of specialization.

D4- Conducting debates and discussion sessions with those with specific specializations for the purpose of developing knowledge and personal information.

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| 11. Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams  (2) Research duties  (3) Students' attendance and participation during the lecture | (1) Presentation  (2) Discussion and dialogue | What is the expression?  language  Idiomatically | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The first week |
| (1) Oral exams  (2) Research duties  (3) Students' attendance and participation during the lecture | (1) Presentation  (2) Discussion and dialogue | punctuation marks | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | second week |
| (1) Oral exams  (2) Research duties  (3) Students' attendance and participation during the | (1) Presentation  (2) Discussion and dialogue | Writing the hamza | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to | 2 | the third week |

| lecture | | | others. | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Writing short and long ta's | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | The extended alif and the short alif | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and | (1) Presentation<br><br>(2) Discussion and dialogue | Writing the dā' and ḍā' | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and | 2 | the sixth week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | | | speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Solar letters and lunar letters | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Seventh week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Number and number | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The eighth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion and dialogue | Construction news | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into | 2 | Week nine |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Order news | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The tenth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Confirmations of the news | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week eleven |
| (1) Oral exams (2) Research duties | (1) Presentation (2) Discussion and | the interview | Students' control of this subject, its theoretical and practical understanding, and their ability to | 2 | The twelfth week |

| | | | | | |
|---|---|---|---|---|---|
| (3) Students' attendance and participation during the lecture | dialogue | | comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | counterpoint | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The thirteenth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Practical examples from the Holy Quran | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fourteenth week |
| (1) Oral exams (2) Research | (1) Presentation (2) | Texts of sermons in pre-Islamic literature | Students' control of this subject, its theoretical and practical | 2 | |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | Discussion and dialogue | | understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | The fifteenth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Texts of sermons<br><br>In Islamic literature | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Sixteenth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Texts of sermons<br><br>In Abbasid literature | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Seventeenth week |
| (1) Oral exams | (1) Presentatio | Texts of sermons<br><br>In Umayyad | Students' control of this subject, its | 2 | Eighteenth week |

| (2) Research duties (3) Students' attendance and participation during the lecture | n (2) Discussion and dialogue | literature | theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Prose texts in modern literature | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week nineteen |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Typical applications | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |

| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Model applicationsCYeh | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Twenty-first week–The thirtieth week |
|---|---|---|---|---|---|

| 12. Infrastructure | |
|---|---|
| Choose modern, detailed educational books. | 1- Required prescribed books |
| The most important books within the specialty must be of an understandable and uncomplicated academic style. | 2- Main references (sources) |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | Recommended books and references (scientific journals, reports,...) |
| A modern book library on the Internet that includes everything related to the course in an accurate and clear manner. | B - Electronic references, Internet sites... |

| 13. Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching profession. |

## 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.

| | |
|---|---|
| University of Misan/Ministry of Higher Education and Scientific Research | 14. Educational institution |
| Faculty of Education | 15. University department/center |
| the department of Arabic language/Faculty of Education | 16. Name of the academic programOr professional |
| PhD in Arabic Language and Literature | 17. Name of the final certificate |
| 2024–2025 | 18. School system: Annual/courses/others |
| | 19. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 20. Other external influences |
| | 21. Date the description was prepared |
| 22. Objectives of the academic program: Making the product resulting from the Arabic Language Department in the College of Education an effective element in community service. | |

| 23.Outputsthe programRequired teaching, learning and evaluation methods |
| --- |

A- Cognitive objectives

1 – The definition of the student is meaningful Arabic literature before Islam.

2-The student's familiarity with sources of pre-Islamic literature and the Mu'allaqat poems.

3-The student's familiarity with the artistic characteristics of the pre-Islamic poem.

B -Marathi goalsForprogram

1- It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.
2- Applies morphology strategies within the school classroom.
**3-** Applies learning theories in educational situations.

Teaching and learning methods

1- Using the presentation and lecture method

2-Use the method of questioning and discussion inClarification of study materials.

3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts.

| Evaluation methods |
| --- |
| 50% semester exams, and daily attendance and participation are taken into consideration.<br><br>50% end-of-semester exams. |

| C- Emotional and value-based goals |
| --- |
| 3- Analysis of some topics of pre-Islamic Arabic literature.<br>4- He compares the topics of pre-Islamic literature and the extent of their development.<br>5- The most famous writers and poets of the pre-Islamic era reside.<br>6- Explains the importance of literature and the divisions of literature. |

| Teaching and learning methods |
| --- |
| 4- Assigning students to make reports regarding the ongoing lecture<br>5- Questioning students through a set of thinking questions on some topics.<br>6- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.<br>7- Teaching students how to build their ways of thinking and analysis. |
| Evaluation methods<br><br><br>3- Stimulating the element of motivation among students by rewarding the applicant with grades.<br>4- The correct answer is counted as an approved model answer in the daily or final exam.<br>5- Supporting students who have good competence in accordance with the department's requirements. |

| 24.Program structureIts duration is (one year only) the third stage |
| --- |

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (120) hours annually<br><br>(4) hours for each section | Arabic literature before Islam | | The first stage |
| | | | | |
| | | | | |
| | | | | |

25.Planning for personal development

1- **The curriculum denies taking into account students' inclinations.**
2- **The curriculum should be adapted to the students' present and future.**
3- **The teacher must have an influential personality among his students**
4- **Periodic (annual) updating of approved training plans.**

26.Acceptance criterion(situationRegulations related to college admission orinstitute)

1- **Admission is central**
2- **Student's desire.**
3- **Competitive rate between departments.**

27.The most important sources of information about the program

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the specialty of pre-Islamic literature.**

1- **International information network .**
2- **Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Arabic literature before | 162 | The first |

| | | | | | | | | | | | | | Islam | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

# Course description form

## Prof. Dr. Ali Abdel Hussein Haddad

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| **University of Misan/Ministry of Higher Education and Scientific Research** | 9. Educational institution |
| **Faculty of Education/ the department of Arabic language** | 10. SectionScientific/ Center |
| **162** | 11. Course name/code |
| **First stage students** | 12. Available attendance forms |
| **Annual** | 13. Semester/year |
| **(120) hours / (4) hours for each section** | 14. Number of study hours(total) |
| | 15. Date this description was prepared |
| 16. Course objectives | |
| 1- Preparing students to teach a subjectArabic literature before Islam. | |
| 2- Preparing scientific researchers in the field of researchIn the subject of pre-Islamic Arabic literature. | |
| 3- Conduct researchAnd reports on pre-Islamic Arabic literature. | |

| 17.   OutputsThe decisionTeaching, learning and evaluation methods |
| --- |
| a-Cognitive objectives<br><br>1- Knows the concept of Arabic literature before Islam.<br>2- Shows the importance of studying pre-Islamic Arabic literature.<br>3- Determines the study objectives for this course (Arabic literature before Islam).<br>4- Distinguish between the objectives of studying pre-Islamic Arabic literature.<br>5- Explains the characteristics of studying this subject.<br>6- It identifies the important characteristics that must be highlighted within the study of pre-Islamic Arabic literature. |
| B -Course-specific skills objectives<br><br>1- **He writes a research paper, and writes specialized research and studies in various fields of literature, especially pre-Islamic Arabic literature..**<br>2- **Memorizing the names, personalities, and poems of prominent writers and poets, and using intermediate and high-level linguistic and critical terms to suit the nature of the lesson.**<br>3- **Learn methods of teaching pre-Islamic Arabic literature.** |
| Teaching and learning methods |
| 1- Modified lecture<br>2- Discussion .<br>3- Interrogation.<br>4- Brainstorming .<br>5- Motivational questions. |

| Evaluation methods |
| --- |
| 1- 50% semester exams, and daily attendance and participation are taken into consideration.<br>2- 50% end-of-semester exams. |

| C-Emotional and value goals |
| --- |
| 1- Introducing the impact of science and scientists.<br>2- He shows an active interest in studying pre-Islamic Arabic literature.<br>3- Developing positive attitudes towards the learning process.<br>4- Modifying negative trends in the learning and teaching process regarding the course. |

| Teaching and learning methods |
| --- |
| 1- Brainstorming .<br>2- Discussion .<br>3- Complex questions in the specialty. |

| Evaluation methods |
| --- |
| Reward and motivation to raise morale through grades calculated within the daily evaluation. |

| D - General skills fQualificationMovable |
| --- |
| 1- Review the previous steps and their outcomes.<br>2- Access to scientific and literary developments through books and periodicals.<br>3- Continuous access to the international information network in the field of specialization.<br>4- Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information. |

| 18. Course structure |
| --- |

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **The word literature and the history of literature** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 4 | **The first week** |
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **Divisions of the history of literature and its eras** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 4 | second week |
| **(1) Oral exams** <br> **(2) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **Narrating pre-Islamic poetry and writing it down** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into** | 4 | the third week |

| | | | | | |
|---|---|---|---|---|---|
| | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **The most important sources of pre-Islamic poetry** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 4 | fourth week |
| (1) Oral exams<br><br>(2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **Favorites** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 4 | The fifth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on | **Asmaiyaat** | **Students' control of this subject and its theoretical and applied understanding, and their ability to** | 4 | the sixth week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | the electronic display | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | **Enthusiasm books** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | **Seventh week** |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **Label pendants and poets** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | **The eighth week** |
| (1) Oral exams<br><br>(2) Research | (1) Presentation<br><br>(2) Discussion | **Muallaqah of Imru' al-Qais,** | Students' control of this topic, their theoretical | 4 | **Week nine** |

| | | | | 4 | The tenth week |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue (3) Presentation on the electronic display | explanation and preservation | understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | Save outstanding | Evaluating the extent of understanding of previous literary topics | 4 | The tenth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | The hanging of Zuhair bin Abi Salma (explanation of the hanging) | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | Week eleven |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion and dialogue (3) | Save outstanding | Students' control of this topic, their theoretical understanding, and their ability to | 4 | The twelfth week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | Presentation on the electronic display | | perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Balancing between the two suspensions** | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 4 | The thirteenth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(4) Display on the electronic display | **Tarafa bin Al-Abd hanging** | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 4 | The fourteenth week |
| (1) Oral exams<br><br>(2) | (1) Presentation<br><br>(2) Discussion | Hanging from Labid bin Rabia | Students' control of this topic, their theoretical | 4 | The fifth |

| | | | | | |
|---|---|---|---|---|---|
| DutiesResearch (3) Students' attendance and participation during the lecture | and dialogue | Al-Amiri | understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | weekR |
| (1) Oral exams (2)A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Displayed on the electronic display | **Hanging of Antara bin Shaddad** | **Evaluating the extent of theoretical understanding of previous topics** | 4 | **Sixteenth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Plagiarism issue** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 4 | **Seventeenth week** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue | **Among the ancient Arabs and the Orientalists** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 4 | **Eighteenth week** |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | | | |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Topics of pre-Islamic poetry | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 4 | Week nineteen |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Flirting and praising | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | The twentieth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Elegy, satire | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 4 | Twenty-first week |
| (1) Oral exams (2) Research duties | (1) Presentation (2) Discussion | Description, wisdom | Students' control of this topic, its theoretical understanding, and | 4 | Twenty-second week |

| | | | | | |
|---|---|---|---|---|---|
| (4) Students' attendance and participation during the lecture | and dialogue (3) Display on the electronic display | | their ability to comprehend it and transfer this knowledge to others | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Tramp poets | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | Twenty-third week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Al-Shanfari | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | Twenty-fourth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | The Arab illiteracy memorized (15) verses | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | The twenty-fifth week |
| (1) Oral exams (2) Research | (1) Presentation (2) Discussion | Bisectors | Students' control of this subject, its theoretical | 4 | Twenty-sixth week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue<br><br>(3) Presentation on the electronic display | | understanding, and their ability to perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of literary models<br><br>(4) Display on the electronic display | **Al-Nabigha Al-Dhubiani** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | Twenty-seventh week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Literary examples<br><br>(4) Display on the electronic display | **Pre-Islamic prose** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | Twenty-eighth week |
| (1) Oral exams<br><br>(2) Conservation and research duties.<br><br>(3) Students' attendance and participation during the | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | **The soothsayers cooed** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | The twenty-ninth week |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature books<br><br>(4) Display on the electronic display | **Proverbs** | **Evaluating the extent of theoretical understanding of previous literary topics** | 4 | **Week thirtieth** |
| (1) Oral exams<br><br>(2) Homework<br><br>(3) Trainings and activities<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from students' real life<br><br>(4) Display on the electronic display | **Public speaking** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 4 | **Week thirty-one** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature<br><br>(4) Display on the electronic display | **Judgment and commandments** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 4 | **The thirty-second week** |

| | 19. Infrastructure |
|---|---|
| Choose modern, detailed educational books. | 1- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 2- Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | أ- Recommended books and references (scientific journals, reports,...) |
| Libraries on the Internet that include everything related to the course in precise and clear detail. | ب- Electronic references, websites... |

| | 13- | Course development plan |
|---|---|---|
| Enriching the curriculum with practical aspects related to the teaching profession. | | |

## Description of the academic program

**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.**

| universityMaysan | 28.Educational institution |
|---|---|
| Faculty of Education | 29.Scientific department/center |
| the department of Arabic language | 30.Name of the academic or professional |

| | program |
|---|---|
| Bachelor's degree in Arabic Language and Literature | 31.Name of the final certificate |
| Annual system | 32.Academic system: Annual/courses/others |
| Adopting the standards of the Association of Arab Universities | 33.Accredited accreditation program |
| Ministry of Education/other institutions | 34.Other external influences |
| | 35.Date the description was prepared |
| 36.Objectives of the academic program | |
| Making the product resulting from the Arabic Language Department an effective element in community service | |

| 37.Required program outcomes and teaching, learning and evaluation methods |
|---|
| ب- Cognitive goals<br>1-Enabling students to obtain knowledge and understandingIn Arabic rhetoric<br><br>2-supplyStudentsWith types of the science of rhetoric and wonderful improvements.<br><br>3- Preparing students in special preparation to understand and appreciate rhetoric |
| B - The program's skill objectives<br><br>1 - Determines the mechanism for transferring theoretical knowledge as well as application within the classroom |

| |
|---|
| 2- Apply Arabic rhetoric strategies in the classroom<br><br>3 - Applies appropriate methods to accept the effect of forgetting, as well as learning theories |
| **Teaching and learning methods** |
| 1- Using the presentation and lecture method.<br>2- Method of questioning and discussion<br>3- Directing students to visit the library and the international networkaFor information |
| **Evaluation methods** |
| 50% semester exams<br><br>10% attendance and participation<br><br>50% end-of-semester tests. |
| **C- Emotional and value goals.**<br><br>1- Analyzing rhetorical terms and finding applied examples<br><br>2- Comparing one term to another<br><br>3- Evaluation of some rhetorical works |
| **Teaching and learning methods** |
| 1- Assigning students to make reports on topicsSemantics<br>2- Questioning students to reveal their understanding of the lecturesSemantics<br>3- Forming discussion groups to conduct discussion<br>4- Teaching students how to build methods of thinking and analysis |
| **Evaluation methods** |
| 1- Raising elements of motivation among students through grades<br>2- Calculating the correct answer as a model in the daily or final exam<br>3- Supporting outstanding students |

**D - General and rehabilitative transferable skills**

    **D1-**

    **D2-**

    **D3-**

  **D4-**

**38.The program structure is one year in the first phase**

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | 60One hour annually, 2 hours for each section | Semantics | 144 | The first |

**39.Planning for personal development**

    1- The curriculum is not enough to care for students and achieve what they aspire to.
    2- The curriculum should adapt to the present and future of students
    3- The teacher must have an influential personality in order to leave an impact on the students
    4- The curriculum must be updated every five years

**40.Admission standard (establishing regulations related to admission to the college or institute)**

    1- Central admission
    2- Student's desire

| |
|---|
| 3- Competitive rate between departments |

**41.The most important sources of information about the program**

1- Related sources, references, letters, and thesesWith the knowledge of meanings
2- Information Network
3- Teaching experience

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General and qualifying transferable skills (other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Semantic | 144 | The first |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s |  |  |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

# Course description form

## Dr. Karima Abdel Gomaa

**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. |

| | |
|---|---|
| universityMaysanMinistry of Higher Education and Scientific Research | 20.  Educational institution |
| College of Education/Department of Arabic Language | 21.Scientific department/center |
| 144 | 22.Course name/code |
| First stage students | 23.Available attendance forms |
| Annual | 24.Semester/year |
| 60One hour, 2 hours for each section | 25.Number of study hours (total) |
| | 26.Date this description was prepared |
| 27.Course objectives | |
|    1-  Counting students to teach a subjectSemantics<br>   2-  Preparing scientific researchers to researchSemantics | |

| |
|---|
| **14.** **Course outcomes and teaching, learning and evaluation methods** |
| **A- Cognitive objectives**<br><br>**1- Knows a conceptSemantics**<br><br>**2- Shows the importanceSemantics**<br><br>**3- Determines the study objectives for a courseSemantics**<br><br>**4- Distinguish between the objectives of a studySemantics**<br><br>**5- Explains the characteristicsSemantics** |
| **B - The skills objectives of the course.**<br><br>**1 - Writes research papers and studies specialized inSemantics**<br><br>**2- He memorizes the names of rhetoricians, the years of their deaths, and the names of their works**<br><br>**3- Learn teaching methodsSemantics** |
| **Teaching and learning methods** |
| **1- Modified lecture**<br>**2- Discussion**<br>**3- Interrogation**<br>**4- Brainstorming**<br>**5- Motivational questions** |
| **Evaluation methods** |
| **50% semester exams**<br><br>**10 Attendance and participation**<br><br>**40% end teststhe year.** |

| |
|---|
| **C- Emotional and value goals**<br><br>   1-  Introduction to effectSemanticsHistory of Arabic literature<br>   2-  Active interest in studyingSemantics<br>   3- Modifying negative trends in the learning and teaching process |
| **Teaching and learning methods** |
|   1-  Brainstorming<br>  2-  Discussion<br>  3-  Complex questions in rhetoric |
| **Evaluation methods** |
| **Reward and motivation** |
| **D - General and qualifying skills that are transferred0**<br><br>   1- Reviews of the previous steps and their outcomes0<br><br>   2- Access to scientific and rhetorical developments through books and periodicals0<br><br>   3- Exploration of the information network in the fieldSemantics<br><br>  4-  Conducting discussions and seminars with those with specific specializations to raise the development of knowledge0 |

## 15. Course structure

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| Oral tests as well as assignments | Presentation and discussion | Introduction to the science of meanings | Tuning students and providing an expanded idea of Arabic rhetoric | 2 | The first week |
| Himself | Himself | Splitting of speech | Himself | 2 | second week |
| Himself | Himself | News style | Himself | 2 | the third week |
| Himself | Himself | The matter | Himself | 2 | fourth week |
| Himself | Himself | Practical lectures about it | Himself | 2 | The fifth week |
| Himself | Himself | The end | Himself | 2 | the sixth week |
| Himself | Himself | Practical lectures about it | Himself | 2 | Seventh week |
| Himself | Himself | Interrogative | Himself | 2 | The eighth week |
| Himself | Himself | Practical lectures | Himself | 2 | Week nine |
| Himself | Himself | Wishing | Himself | 2 | The tenth |

| | | | | | week |
|---|---|---|---|---|---|
| Himself | Himself | Practical lectures | Himself | 2 | Week eleven |
| Himself | Himself | The call | Himself | 2 | The twelfth week |
| Himself | Himself | Practical lectures | Himself | 2 | The thirteenth week |
| Himself | Himself | Submission | Himself | 2 | The fourteenth week |
| Himself | Himself | Practical lectures | Himself | 2 | The fifteenth week |
| Himself | Himself | Al-Tahir | Himself | 2 | Sixteenth week |
| Himself | Himself | Half year holiday | Himself | 2 | Seventeenth week |
| Himself | Himself | Practical lectures | Himself | 2 | Eighteenth week |
| Himself | Himself | the chapter | Himself | 2 | Week nineteen |
| Himself | Himself | Practical lectures | Himself | 2 | The twentieth week |
| Himself | Himself | Al-Wasl | Himself | 2 | Twenty- |

|  |  |  |  |  | first week |
|---|---|---|---|---|---|
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-second week |
| Himself | Himself | the palace | Himself | 2 | Twenty-third week |
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-fourth week |
| Himself | Himself | Brevity | Himself | 2 | The twenty-fifth week |
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-sixth week |
| Himself | Himself | Redundancy | Himself | 2 | Twenty-seventh week |
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-eighth week |
| Himself | Himself | equality | Himself | 2 | The twenty-ninth week |
| Himself | Himself | Practical | Himself | 2 | Week |

| | | | | | |
|---|---|---|---|---|---|
| | | lectures | | | thirtieth |
| Himself | Himself | General Review | Himself | 2 | Week thirty-one |
| Himself | Himself | General Review | Himself | 2 | The thirty-second week |

| 16. Infrastructure | |
|---|---|
| Book of Rhetoric and Application Dr. Ahmed Matloub and Dr. The insightful one | 1- Required prescribed books |
| Clarification in the Sciences of Rhetoric by Al-Qazwini | 2- Main references (sources) |
| Theses and treatises on Arabic rhetoric | Recommended books and references (scientific journals, reports,...) |
| With different Arabic rhetoric | B - Electronic references, Internet sites... |

| 17. Course development plan |
|---|
| Enriching the course with practical aspects related to the teacher's profession |

**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.

| | |
|---|---|
| and Scientific Research | institution |
| Faculty of Education | 43. The sectionscientific/ Center |
| the department of Arabic language/Faculty of Education | 44. Name of the academic programOr professional |
| With youaLaureus in Arabic Language and Literature | 45. Name of the final certificate |
| Annual system | 46. School system: Annual/courses/oth ers |
| Adopting the Union's standards for Arab universities | 47. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 48. Other external influences |
| | 49. Date the description was prepared |
| 50. Objectives of the academic program | |
| Making the product that emerges from the Arabic Language Department in the College of Education an effective element in community service and delivery | |
| The educational message required at the best scientific and educational | |

| levels. |
| --- |

| 51. The outputs of theprogramRequired teaching, learning and evaluation methods |
| --- |
| ت-Cognitive goals |
| A1-Enabling students to obtain knowledge and understanding of the morphology subject |
| a2-Preparing students psychologically and educationally for the profession of teaching morphology in secondary schools |
| A3- Enabling students to obtain an appropriate store of morphological vocabulary |
| B -Marathi goalsForprogram |
| B1-It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom |
| B2-Applies morphology strategies in the classroom |
| B3-Applies appropriate methods to reduce the effect of forgetting |
| B4–Applies learning theories in educational situations |
| Teaching and learning methods |
| 1- The method of delivery and lecture provides students with the basics and topics related to knowledge |
| 2- Through the method of questioning and discussion, the study subjects are clarified |
| 3- Directing students to visit the library and the International |

| |
|---|
| Informatics Network to obtain information and facts |
| Evaluation methods |
| 1- 50% semester exams, daily attendance and participation are taken into consideration<br>2- 50% end-of-year exams |
| C- Emotional and value goals.<br><br>C1-Analyzing some texts from the Holy Qur'an, Arabic poetry, or literary prose to demonstrate the morphological vocabulary contained in them<br><br>C2-Linking various morphological vocabulary and realizing the extent to which their content and meaning are interconnected<br><br>C3-Distinguish between morphologically agreed words<br><br>C4- Knowing and interpreting the changes occurring in the structure of morphological vocabulary |
| Teaching and learning methods |
| 1- Assigning students to make reports regarding the subject at hand<br>2- Questioning students with a series of questions to stimulate their thinking and alert them to the most correct and accurate answers<br>3- Opening a morphological issue for discussion and having students share their opinions and state the best opinions |
| Evaluation methods |

1- Raising the motivational element by rewarding the superior with a grade
2- Calculating the scientifically correct answer and assigning a grade to it
3- Support and encourage the outstanding student

| 52. Program structureThe duration of the first stage is (one year only). | | | | |
|---|---|---|---|---|
| Credit hours | | Name of the course or course | Course or course code | Education al level |
| practical | theoretica l | | | |
| nothing | 60 hours, two hours per week for each section | Exchange | 2344 | The first |

| |
|---|
| 53. Planning for personal development |
| 1- The curriculum should take into account students' interests, needs, and level of understanding<br>2- The curriculum should be compatible with the students' present and future<br>3- Al-Tarisi must be scientifically capable to achieve a positive impact on students, both academically and behaviourally<br>4- Periodic (annual) updating of exercise plans and scientific training for drainage |
| 54. Acceptance criterion(situationRegulations related to college admission orinstitute) |
| 1- Central admission<br>2- Student's desire<br>3- Competitive rate between departments |
| 55. The most important sources of information about the program |
| 1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the morphology major<br>2- International information network<br>3- Personal experience of the course teacher |

| Curriculum skills chart | | | | | | | |
|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | |
| Learning outcomes required from the programme | | | | | | | |
| General skillsAnd qualifyingMovable(Other skills related to employability and personal development) | Emotional and value goals | ObjectivesS killsYehFor program | ObjectivesI DYH | Basic<br><br>Or<br><br>optional | Course Name | Course Code | Year/level |

| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Exchange | 2344 | The first |

# Course description form

## A 0 m. Dr . Bassem Muhammad Eyada

**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 opportunities.LearningAvailable.

| | |
|---|---|
| universityMaysan/Ministry of Higher Education and Scientific Research | 28. Educational institution |
| the department of Arabic language/Faculty of Education | 29. The sectionscientific/ Center |
| Exchange/2344 | 30. Course name/code |
| First stage students | 31. Available attendance forms |
| Annual | 32. Semester/year |
| (60) hours, (2) hours for each section | 33. Number of study hours(total) |
| | 34. Date this description was prepared |
| 35. Course objectives | |
| 1−Preparing students to teach morphology0 | |

| |
|---|
| 2-Preparing scientific researchers in the field of research in morphology() |
| 3-Conducting research and reports on drainage() |

| |
|---|
| 18.    The outputs of theEstablishedTeaching, learning and evaluation methods |
| A- NoCognitive goals<br><br>A1-Knows the concept of exchange<br><br>A2-Show the importance of studying morphology<br><br>A3-Determines the study objectives for this course (exchange)<br><br>A4-Distinguish between the objectives of studying morphology<br><br>A5-Explains the characteristics of studying this subject<br><br>A6-Determines the important characteristics that must be highlighted within the study of drainage material. |
| B -ObjectivesSkillsYehForEstablished.<br><br>B 1 -He writes a research paper, and writes specialized research and studies on various morphological issues<br><br>B2 –Understanding the morphological changes occurring in vocabulary and memorizing the rules of these changes.<br><br>B3 –Learn methods of teaching morphology |
| Teaching and learning methods |
| 1- Equivalent lecture<br>2- Discussion |

| |
|---|
| 3- Interrogation<br>4- Brainstorming<br>5- Motivational questions |
| Evaluation methods |
| 1- 50% semester exams, daily attendance and participation are taken into consideration<br>2- 50% end-of-year exams |
| C-Emotional and value goals<br><br>C1-Introducing the impact of science, scholars, linguists, and morphologists on the development of morphology<br><br>C2-Active interest in studying morphology<br><br>C3-Developing positive attitudes towards the learning process<br><br>C4- Modifying negative trends in the learning and teaching process regarding the course |
| Teaching and learning methods |
| 1- Brainstorming<br>2- Discussion<br>3- Cross-cutting questions in the specialty |
| Evaluation methods |
| Reward and motivation to raise morale through grades calculated |

within the daily evaluation

D - General skills fQualificationMovable0

  D1-Review the previous steps and their outcomes

  D2-Access to scientific developments through books and periodicals related to the subject

  D3-Continuous access to the international informatics network in the specific field of specialization with the aim of developing knowledge

  D4-Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information

19. Course structure

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational | Morphology: defining it, explaining its subject, and writing about it | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and | 2 | The first week |

| | | | | | |
|---|---|---|---|---|---|
| | board<br><br>(3) Discussion and dialogue | | speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Exchange balance | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | second week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Exercises | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the third week |

| (1) Oral exams  (2) Research duties  (3) Students' participation in the lecture | (1) Presentation  (2) Practical presentation on the educational board  (3) Discussion and dialogue | The verb and its divisions: past, present, and imperative | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the week  the fourth |
|---|---|---|---|---|---|
| (1) Oral exams  (2) Research duties  (3) Students' participation in the lecture | (1) Presentation  (2) Practical presentation on the educational board  (3) Discussion and dialogue | The correct verb: its definition, its sections | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifth week |
| (1) Oral exams  (2) Research duties  (3) Students' | (1) Presentation  (2) Practical presentation | Connecting pronouns with correct verbs | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the | 2 | the sixth week |

| participation in the lecture | on the educational board<br><br>(3) Discussion and dialogue | | scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Exercises | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The seventh week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion | Irregular verb: its definition, types | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The eighth week |

| | | | | | |
|---|---|---|---|---|---|
| | and dialogue | | | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Connecting pronouns to irregular verbs | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The ninth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Exercises | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The tenth week |
| (1) Oral exams<br><br>(2) Research | (1) Presentation | The abstract verb: its definition, the weights of the | Students' control of this subject, its theoretical and practical understanding, and their | 2 | the week eleventh |

| | | | | | |
|---|---|---|---|---|---|
| **duties**<br><br>**(3) Students' participation in the lecture** | **(2) Practical presentation on the educational board**<br><br>**(3) Discussion and dialogue** | abstract verb | **ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others.** | | |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' participation in the lecture** | **(1) Presentation**<br><br>**(2) Practical presentation on the educational board**<br><br>**(3) Discussion and dialogue** | Exercises | **Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The twelfth week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' participation in the lecture** | **(1) Presentation**<br><br>**(2) Practical presentation on the educational board** | The verb more: its definition, the weights of the verb more | **Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this** | 2 | **The thirteenth week** |

| | | | | | |
|---|---|---|---|---|---|
| | **(3)** **Discussion and dialogue** | | knowledge to others. | | |
| **(1) Oral exams** **(2) Research duties** **(3) Students' participation in the lecture** | **(1) Presentation** **(2) Practical presentation on the educational board** **(3) Discussion and dialogue** | Meanings of more verb forms | **Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The fourteen th week** |
| **(1) Oral exams** **(2) Research duties** **(3) Students' participation in the lecture** | **(1) Presentation** **(2) Practical presentation on the educational board** **(3) Discussion and dialogue** | Exercises | **Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The fifth week** **ten** |
| **(1) Oral exams** | **(1)** | The passive and active verb | **Students' control of this subject, its theoretical** | 2 | **The sixteent** |

| | | | | | |
|---|---|---|---|---|---|
| (2) Research duties<br><br>(3) Students' participation in the lecture | Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | | and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | | h week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Intransitive and transitive verb | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The seventeenth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational | The verb is active and passive | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the | 2 | The eighteenth week |

| | | | | | |
|---|---|---|---|---|---|
| | board<br><br>(3)<br>Discussion and dialogue | | ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Exercises | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The nineteenth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' participation in the lecture | (1) Presentation<br><br>(2) Practical presentation on the educational board<br><br>(3) Discussion and dialogue | Emphasizing actions with the noun of emphasis and the final ruling of the affirmative action | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |

| | | | | | |
|---|---|---|---|---|---|
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' participation in the lecture** | **(1) Presentation** <br><br> **(2) Practical presentation on the educational board** <br><br> **(3) Discussion and dialogue** | Exercises | **Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **Twenty‒first week** |
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' participation in the lecture** | **(1) Presentation** <br><br> **(2) Practical presentation on the educational board** <br><br> **(3) Discussion and dialogue** | Abstract noun and more | **Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The twenty‒second week** |
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students'** | **(1) Presentation** <br><br> **(2) Practical presentation** | The source of form, bitterness, and the source of meme | **Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the** | 2 | **The twenty‒third week** |

| participation in the lecture | on the educational board (3) Discussion and dialogue | | scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' participation in the lecture | (1) Presentation (2) Practical presentation on the educational board (3) Discussion and dialogue | General exercises and review | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend the scientific material, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twenty–fourth week |

| 20. | Infrastructure |
|---|---|
| | 1- Required prescribed books |
| Al-Tasrif Al-Maluki, Al-Munsif fi Sharh Al-Tasrif by Ibn Jinni (392 AH), Al-Takmila by Abi Ali Al-Farsi (377 AH), Nuzhat Al-Tarf fi Ilm Al-Marf by Al-Maydani (581 AH), Al-Mumti' fi Al-Tasrif by Ibn Asfour Al-Ashbili (669 AH). | 2- Main references (sources) |

| Verb weights and their meanings: Hashem Taha Shalash, morphology: Hatem Saleh Al-Damen, adequate morphology: Hadi Nahr, and scientific journals dealing with the Arabic language and its morphological and linguistic issues in general. | Recommended books and references(Scientific journals, reports,...) |
|---|---|
| | B - Electronic references, Internet sites... |

| 21.      Course development plan |
|---|
| Increasing the exercises and applications of the subject and trying to bring it into the daily use of the students through their use of the classical language and its morphological vocabulary in their various writings and written communications, which makes it easier and closer to them. |

**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.

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 56.Educational institution |
| collegeEducation | 57.Scientific department/center |

| | |
|---|---|
| Department of Arabic Language / College of Education | 58.Name of the academic or professional program |
| Bachelor's degree in Arabic Language and Literature | 59.Name of the final certificate |
| Annual system | 60.Academic system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 61.Accredited accreditation program |
| Ministry of Education/other institutions in the country | 62.Other external influences |
| | 63. Date the description was prepared |

64. Objectives of the academic program:

a). Providing the student teacher with theoretical and applied knowledge inSciences of the Qur'an and its recitation,And in the noble Prophet's hadith

B) . Application of learning theoriesAnd religious teachingsThis helps in developing the effectiveness of the teaching and learning processes in the school.

c).Training in teaching through usemeansdifferentFor the sciences of the Qur'an and its recitation.And understanding the noble Prophet's speech

Dr).Make the student familiar with the science of Tajweed and the history of its composition.

e). Training the student to use appropriate teaching methodsSciences of the Qur'an and its recitation.The student's familiarity with the basics of writing and compiling the Holy Qur'an

And ). Preparing the student and feeding him educational materialsAnd religious.

g). Strengthening the student's ability to use pedagogical and educational methods through theoretical and practical lessonsYHow much.

65. Required program outcomes and teaching, learning and evaluation methods:

ث– Cognitive goals:

A1– Remembering: This means behavioral attitudes that emphasize remembering, whether through recognition or recall

the information.

A2– Comprehension: refers to situations that require the learner to interpret or translate

A3– Application: It means applying what has been previously learned in new situations.

A4– Analysis:To explain and analyze

Reasons for the disappearance of the Holy Qur'an. And for the student to derive rulings, for example: studying the ghana in Tajweed, as in

God Almighty says: ((Indeed, the righteous will be in gardens and bliss)).

A5– Synthesis: This means the learner's ability to connect elements or parts of knowledge to form a meaningful whole.

A6– To evaluate: This means the learner's ability to form some criteria by which an idea or idea can be judged

A specific rule or interpretation .

B – Skills objectives of the program:

B1 – Determines the mechanism for transferring theoretical knowledge to the practical side within the school classroom.

B2 – AppliedProvisions for recitation of Qur'anic surahsInside the school classroom.

B3 – Apply appropriate methods and methods in order to reduce the effect of forgetting.

B4– It is appliedPrinciples and foundationsto learnThe Holy QuranIn the educational process.

B5The student should be able to define the nature and characteristics of Islamic education.

| Teaching and learning methods: |
|---|
| 1) Using the method of presentation and lecture to provide students with…With the basicsAnd topics related to knowledge<br><br>shown in (1).<br><br>2 Clarification of the study materials and their explanation by the academic staff.<br><br>3) Directing students to visit the library and the International Informatics Network to obtain information and facts.<br><br>4) THafeezStudentsThe Holy Quran withapplicationRecitation rules<br><br>. |
| Evaluation methods: |
| (50(%) Quarterly exams, and daily attendance and participation are taken into consideration.<br><br>(50%) End-of-semester exams. |
| C- Emotional and value goals: |
| C1- The student should listen carefully to the teacher's explanationDue to the importance of the material of the Holy Qur'an and the rules of its recitation.<br><br>C2- To make the student feelThe importance of the Holy Qur'an in his daily life.<br><br>C3- For the student to get to knowCharacteristics of Meccan and Medinan surahs and rulings on abrogated and abrogated ones.<br><br>C4- Have the student describe the importanceThe era of codification of the Holy Qur'an.<br><br>C5-The student participates in activitiesSafiya in memorizing the Holy Quran.<br><br>C6 - To explain the phenomenon of astrology in the Holy Qur'an. |
| Teaching and learning methods: |
| 1) Assigning students to make teaching plansSciences of the Holy Quran |

2) Questioning students through daily tests viaQuestionsThought on some topics

3) Forming discussion circles in which the student is rewarded for his answers and the information is corrected if he makes a mistake.

4) Teaching studentsonHowKnowledge of the topics of the Holy Quran.

Evaluation methods:

1) Stimulating the element of motivation among students by rewarding the applicant with grades.

2) Calculating the correct and correct answer.

3) Supporting students who have good competence in accordance with the department's requirements.

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Dr – Transferable general and qualifying skills.

D1– Review the previous steps and their outcomes.

D2– Access to scientific and educational developments.

D3– Continuous access to the international information network in the field of specialization.

D4– Conducting discussions and seminars with those with specific specializations

Teaching and learning methods:

1) Modified lecture.
2) Discussion .
3) Interrogation.
4) Diction.
5) Active learning .
6) Brainstorming .
7) Cooperative learning.

| Evaluation methods: |
|---|

Reward and motivation to raise morale through grades calculated within the daily evaluation.

66. Program structureIts duration is (one year only) the first stage.

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (60) hours per year (2) hours for each section. | Sciences of the Qur'an and the Noble Prophet's Hadith | QSR 146 | thefirst |

67. Planning for personal development:

1- The curriculum denies taking into account students' inclinations and trends.

2- There must be compatibility between learning methods and…

Characteristics of student growth.

3- The teacher must have an influential personality on his students, because the student is affected

.

4- Periodic (annual) updating of approved training plans.

68. Admission standard (establishing regulations related to admission to the college or institute):

1- Admission: Central.

2- The student's desire.

3- Competitive rate between departments.

69. The most important sources of information about the program:

1- Books consisting of sources and references specialized in the subject (Sciences of the Qur'an and rules of recitation), periodicals (research and reports) published in magazines, as well as dissertations and university dissertations of specialization.

2- International Information Network (Internet).

3- The personal experience of the person teaching the course.

# M . Dr .Hamed Hadi body

## Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

| Learning outcomes required from the programme | | | | | | | | | | | | | | | | Basic Or optional | Course Name | Course Code |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| d qualifying skills (other lated to and personal pment) | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | | | | |
| B | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B 1 | A4 | A3 | A2 | A1 | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Basic | Sciences of the Qur'an and the Noble Prophet's Hadith | QSR 146 |
| | | | | | | | | | | | | | | | | | | |

## 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.

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research. | 36.    Educational institution |
| College of Education/Department of Arabic Language. | 37. Scientific department/center |
| QSR 146 | 38. Course name/code |
| First stage students | 39. Available attendance forms |
| Annual | 40. Semester/year |

| (601 hour (2) hours for each section | 41. Number of study hours (total) |
|---|---|
| | 42. Date this description was prepared |

43. Course objectives:

أ) Preparing students to teach the sciences of the Holy Qur'an and the rules of recitation.

ب) Enabling students to understand the nature and characteristics of the Holy Qur'an.

C) Enabling students to distribute and use modern teaching methods that emphasize students' activity and positivity.

Dr)Enabling students to design and use modern methods and technologies.

e) Enabling learners to prepare good assessment tools in the sciences of the Qur'an.

f) Helping learners prepare procedural research on the sciences of the Qur'an and the rules of recitation.

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

A- Cognitive objectives:

A1- He knows the origins of the Qur'anic sciences, its stages, and the most important ancient and modern works therein.

A2- Explains the importance of the truth of revelation, its types and qualities, the difference between the revelation of the Qur'an and the Sunnah, and the refutation of the doubts raised about it..

A3- Definition of the revelation of the Qur'an, in general and distinction, and an explanation of the first thing that was revealed and the ruling on its astrology.

A4- Defining Mecca and Medina, the benefit of knowing them, and explaining the controls of Mecca and Medina.

A5- Explains Study the topic of the Seven Letters and explain its relationship to the readings.

A6–Yclear upStudying the topic of abrogation in the Qur'an and its sections.

A7 Explaining the meaning of miracle in the Holy Qur'an and knowing its faces and stages of challenge.

A8– Explains the stagesCollection of the Qur'anGenerousAnd the approach followed in that.

B – The skills objectives of the course:

1– Review the previous steps and their outcomes.

2– Access to scientific and educational developments.

3– Continuous access to the international information network in the field of specialization.

4– Developing knowledge and information

Personal .

Teaching and learning methods:

1) Modified lecture.
2) Discussion .
3) Interrogation.
4) Diction.
5) Active learning.
6) Brainstorming .
7) Cooperative learning.

Evaluation methods:

Evaluation is done through semester and final exams, in addition to some assignments by the subject professor, and students discuss what they are assigned to do.

C– Emotional and value goals:

C1– That the student recognizes the impactThe Holy Qur'an in social life.

C2– That the student readThe Holy Qur'an and knowing the rules of its recitation.

C3– The student should not interrupt his classmates while discussing an issue in class.

C4– To show active interest in studyingThe Holy Quran.

C5–The student should be carefulOn receivingTeacherThe Holy Quran .

C6–The student should be carefulApplying the provisions of Tajweed in his reading of verses of the Holy Qur'an.

Teaching and learning methods:

1) Modified lecture.

2) Discussion .

3) Interrogation.

4) Diction.

5) Active learning .

6) Brainstorming .

7) Cooperative learning.

Evaluation methods: Exams (daily, monthly and final)

D – General and qualifying skills that are transferred

D1– Review the previous steps and their outcomes.

D2– Access to scientific and educational developments through books and periodicals.

D3– Continuous access to the international information network in the field of specialization.

D4– Conducting debates and seminars with those with specific specializations for the purpose of developing knowledge and information

Personal .

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Display Introductory.<br><br>2) Discussion and dialogue. | Study sourcesThe Holy Quran. | Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The first week |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Introduction to Qur'an sciencesan and dateAuthorshipIn which. | Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | second week |
| 1) Oral exams. | 1) Presentation. | The revelation of the Qur'an and the phenomenon | Students' control of this subject, its theoretical | 2 | the third week |

45. Course structure:

| | | | | | |
|---|---|---|---|---|---|
| 2) Research duties  3) Students' attendance and participation during the lecture | 2) Discussion and dialogue.  3) Display on the electronic display. | of revelation. | understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral exams.  2) Research duties  3) Students' attendance and participation during the lecture | 1) Presentation.  2) Discussion and dialogue.  3) Display on the electronic display. | Astrology of the Qur'an | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| 1) Oral exams.  2) Research duties  3) Students' attendance and | 1) Presentation.  2) Discussion and dialogue.  3) Display on the electronic display. | Reasons for going down  Mecca and Medina | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, | 2 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | | | transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Collection of the Qur'an<br><br>Collection in the era of prophecy.<br><br>Collection in the era of the Caliphate. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Arrangement of verses and surahs.<br><br>The development of the form of the Qur'an | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer | 2 | The seventh week |

| | | | | | |
|---|---|---|---|---|---|
| | | this knowledge to others. | | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Quranic readings<br><br>The seven letters, AndCorrect and abnormal readings. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The eighth week |
| 1) Written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Readings at the present time. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The ninth week |
| 1) Oral | 1) | The Arabicness of the Holy | Students' control of this subject, its | 2 | The tenth |

| | | | | | |
|---|---|---|---|---|---|
| exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Qur'an and the universality of its message. | theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Compact and similar<br><br><br>The common interpretation and the interpretation by opinion | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The eleventh week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' | 1) Presentation.<br><br>2) Discussion and dialogue. | Interpretation in the era of the Prophet and the Companions. | Students' control of this subject, its theoretical and practical understanding, and their ability to | 2 | The twelfth week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | The emergence of great interpretations in the modern era<br><br><br>Translation of the Qur'anThe Holy One, and a statement of the orientalists' position on it. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The thirteenth week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Characteristics of the Holy Quran.<br><br>The immortality of the Qur'an. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to | 2 | The fourteenth week |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | understand and speak, and transfer this knowledge to others. | | |
| 1) Oral and written tests. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | The miracle of the Holy Quran | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the week Fifteenth |
| 1) Oral and written tests. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | Challenge of the Holy Qur'an for Arabs. | Students adjust to this topic and understand it theoretically. | 2 | The sixteenth week |
| 1) Oral exams. | 1) Presentation. | The lack of revelation | Students' control of this subject, its theoretical | 2 | The seventeenth |

| | | | | | |
|---|---|---|---|---|---|
| 2) Research duties<br><br>3) Students' attendance and participation during the lecture | 2) Discussion and dialogue. | | understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | week |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue. | How did the Messenger of God (may God bless him and grant him peace) receive the Qur'an? | Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The eighteenth week |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | The Prophet (may God bless him and grant him peace) memorized the Holy Quran. | Students' control of this subject, its theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to | 2 | The nineteenth week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | | | understand and speak, and transfer this knowledge to others. | | |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue. | Unification of the Qur'an | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue. | Qur'anic sciences in the modern era. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Twenty-first week |

| | | | | | |
|---|---|---|---|---|---|
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | The virtues and etiquette of recitation. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twenty−second week |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Recitation rules<br><br>Letter exits<br><br>Characteristics of letters. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twenty−third week |
| 1) Oral exams.<br><br>2) Research | 1) Presentation.<br><br>2) Discussion | Assimilation and its types | Students' control of this subject, its theoretical and practical | 2 | The twenty−fourth week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>3) Students' attendance and participation during the lecture | and dialogue.<br><br>3) Display on the electronic display. | | understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue. | Rulings on the Nūn Saqīnah and the Mīm Saqīnah. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twenty−fifth week |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and | 1) Presentation.<br><br>2) Discussion and dialogue. | The provisions of the L Augmentation and thinning the border. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, | 2 | Twenty−sixth week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | | | transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral exams.  2) Research duties  3) Students' attendance and participation during the lecture | 1) Presentation.  2) Discussion and dialogue. | Endowment provisions And its types. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twenty–seventh week |
| 1) Oral and written tests.  2) Research duties  3) Students' attendance and participation during the lecture | 1) Presentation.  2) Discussion and dialogue. | Calendar theories:  The old theory.  – Modern theory. | Students' control of this topic, its theoretical and practical understanding, and their ability to perceive and comprehend it  Transforming her into the ability to understand and speak and transfer | 2 | The twenty–eighth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | this knowledge to others. | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue. | Evaluation methods and evaluation standards. | Students' control of this topic, its theoretical understanding, and their ability to comprehend it Assimilate it and transform it into the ability to understand and speak and transfer this knowledge to others. | 2 | The weekninthAnd the twenty |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Power point.<br><br>2) Discussion and dialogue. | The difference between evaluation and measurement in the educational process. | Students' control of this topic, its theoretical and practical understanding, and their ability to perceive and comprehend it<br><br>Transforming her into the ability to understand and speak and transfer this knowledge to others. | 2 | The thirtieth week |

| | |
|---|---|
| 46. Infrastructure : | |
| Choosing modern books of an educational, pedagogical | 1- Required prescribed books |

| | |
|---|---|
| and detailed nature. | |
| The most important booksSources and referencesSpecial inSciences of the Holy Qur'an and rules of recitationIt has an understandable and uncomplicated scientific and academic style. | 2– Main references (sources) |
| Some books, references, dissertations, dissertations, and periodicals (research, articles, and reports) that include the prescribed vocabulary are recommended. | Recommended books and references (scientific journals, reports,…) |
| Book websitesConcerning the Holy Qur'an and religious teachingsAvailable on the international network (the Internet), which includes everything related to the course in precise and clear detail. | B – Electronic references, Internet sites… |

| |
|---|
| 47. Course development plan: |
| Enriching the curriculum with practical aspects related to the teaching profession. |

**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.

| | |
|---|---|
| University of Maysan / College of Education | 1. Educational institution |
| the department of Arabic language | 2. Scientific department/center |
| the department of Arabic language | 3. Name of the academic or professional program |
| Bachelor's degree in Arabic language and literature | 4. Name of the final certificate |
| annual | 5. Academic system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 6. Accredited accreditation program |
| Ministry of Education - other institutions in the country | 7. Other external influences |
| | 8. Date the description was prepared |

9. Objectives of the academic program

Making the product resulting from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the best scientific and educational levels.

10.Required program outcomes and teaching, learning and evaluation methods

أ- **Cognitive goals**

**A1- Enabling students to obtain knowledge and understanding of the intellectual framework in grammar subject 0**

**A2- Introducing students to the objectives of grammar, especially the basics of nouns and verbs 0**

**A3- Preparing students for the profession of teaching grammar in secondary schools**

**B - The program's skill objectives**

**B1 - Determines the mechanism for transferring theoretical knowledge along with the practical aspect within the school zero**

**B2 - Applies grammar strategies within the school classroom 0**

**B3 - Apply appropriate methods to reduce the effect of forgetting 0**

**B4- Applies educational theories in educational situations 0**

**Teaching and learning methods**

**1- Using the recitation and lecture method to provide students with the basics and topics related to the knowledge described in (1)**

**2- Through the method of questioning and discussion, the study subjects are clarified and explained by the academic staff**

**3- Directing students to visit the library and the International Informatics Network to obtain information and facts**

**Evaluation methods**

**50% semester exams, taking into consideration daily attendance and participation 0**

**50% end-of-semester exams 0**

| C- Emotional and value goals. |
| --- |
| C1- Knowing the types of Arabic words |
| C2- Distinguishing between knowledge and other things |
| C3- Compose the sentences correctly |
| C4- Knowing the significance of inflected movements and their essay function |

| Teaching and learning methods |
| --- |
| 1- Assigning students to make reports regarding the ongoing lecture 0 |
| 2- Interrogating students through a set of interrogative thinking questions on some topics |
| 3- Forming public discussion circles |
| 4- Teaching students how to build sound thinking methods |

| Evaluation methods |
| --- |
| 1- Raising the motivational element among all students 0 |
| 2- Counting the correct answer from among the students: 0 |
| 3- Supporting students who have language proficiency and skill 0 |

| D - General and qualifying skills that are transferred 0 |
| --- |
| D1-A |
| D2- |
| D3- |
| D4- |

**Teaching and learning methods**

2- Using the presentation and lecture method

2-Use the method of questioning and discussion inClarification of study materials.

3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts.

**Evaluation methods**

6- Stimulating the element of motivation among students by rewarding the applicant with grades.
7- The correct answer is counted as an approved model answer in the daily or final exam.
8- Supporting students who have good competence in accordance with the department's requirements.

**11.Program structure**

| Credit hours | | Name of the course or course | Course or course code | Educationa l level |
|---|---|---|---|---|
| practical | theoretical | | | |
| There is no S | 90 hours annually, 3 hours for each section | Grammar | 161 | The first |

| |
|---|
| **12.Planning for personal development** |
| **1- The curriculum should take into account the students' inclinations**<br><br>**2- The curriculum should be adapted to the current students**<br><br>**3- The teacher must have an influential personality among his students**<br><br>**4- Periodic (annual) updating of approved training plans** |
| **13.Admission standard (establishing regulations related to admission to the college or institute)** |
| **1- Central admission**<br><br>**2- Student's desire 0**<br><br>**3- The competitive rate between departments is 0** |
| **14.The most important sources of information about the program** |
| **1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the grammar major 0**<br><br>**2- International Information Network 0**<br><br>**3- The personal experience of the person teaching the course 0** |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General and qualifying transferable skills (other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | Basic | Grammar | 161 | The first |

# Course description form

## A. M. D. Muhammad Mahdi Hussein

**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. | |

| | |
|---|---|
| University of Maysan / Ministry of Higher Education and Scientific Research | 1. Educational institution |
| College of Education/Department of Arabic Language 0 | 2. Scientific department/center |
| 2344 | 3. Course name/code |
| First stage students 0 | 4. Available attendance forms |
| Annual | 5. Semester/year |
| 90 hours, 3 hours for each section | 6. Number of study hours (total) |
| | 7. Date this description was prepared |
| 8. Course objectives | |
| 1- Preparing students to teach grammar | |
| 2- Preparing scientific researchers in the field of research in grammar | |
| 3- Conducting research and reports on grammar | |

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**10. Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

**A1- Knows the concept of grammar, speech, sentences, etc**

**A2- Explains the importance of studying grammar**

**A3- The study objectives for this course are defined in the grammar**

**A4- Distinguish between the objectives of studying grammar**

**A5- Explains the characteristics of studying this subject**

**A6- Identifies the important characteristics that must be highlighted within the study of grammar**

**B - The skills objectives of the course.**

**B1 - Write a research paper and write specialized research and studies in the various fields of grammar**

**B2 - Memorizing Ibn Malik's grammar system and a number of grammatical rules (fundamentals and branches) to suit the nature of teaching.**

**B3 - Learn methods of teaching grammar**

**B4-**

| |
|---|
| **Teaching and learning methods** |
| 1- Modified lecture. <br> 2- Discussion. <br> 3- Interrogation. <br> 4- Brainstorming. <br> 5- Motivational questions |
| **Evaluation methods** |
| 1- 50% semester exams, and daily attendance and participation are taken into consideration. <br> 2- 50% end-of-semester tests. |
| **C- Emotional and value goals** <br><br> C1- Shows active interest in studying grammar <br><br> C2- Developing positive attitudes towards the learning process <br><br> C3- Modifying negative trends in the learning and teaching process regarding the course |
| **Teaching and learning methods** |
| 1- Brainstorming <br> 2- Discussion <br> 3- Cross-cutting questions in the specialty |
| **Evaluation methods** |
| Reward and motivation to raise morale through grades calculated within the |

| daily calendar |
| --- |
| |

**D - Transferable general and qualifying skills 0**

**D1- Review the previous steps and their outcomes.**

**D2- Access to scientific and literary developments through books and periodicals**

**D3-Continuous access to the international information network in the field of specialization**

**D4- Conducting debates and discussion sessions with those with specific expertise with the aim of developing knowledge and personal information.**

| 11. Course structure | | | | | |
|---|---|---|---|---|---|
| **Evaluation method** | **Teaching method** | **Name of the unit/topic** | **Required learning outcomes** | **hours** | **the week** |
| 1- Oral exams<br>2- Research duties<br>3- Students' attendance and participation during the lecture | 1- Power point<br>2- Discussion and dialogue<br>3- Display on the electronic display | Speech and what consists of it | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The first week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Investigations of the name and its connections | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and | 3 | second week |

| | | | transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Subjects of the verb and its interactions | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | the third week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- an offerOn the electronic crossbar | Structured with nouns and verbs | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this | 3 | fourth week |

| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | The parsed form of nouns and verbs | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifth week |
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | The defective form of nouns and verbs | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | the sixth week |

| | | | | others. | | |
|---|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Dislike and knowledge (types of knowledge | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The seventh week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Show on the modele | Conscience of all kinds | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The eighth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | others. | | |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Science | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The ninth week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Departments of science | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this | 3 | The tenth week |

| | | | knowledge to others. | | |
|---|---|---|---|---|---|
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | The names of the signal | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The eleventh week |
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Show on the modele | The literal and nominal connective | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The twelfth week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Conjunctive link | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The thirteenth week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | The definite article (the) has its meanings and conditions | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The fourteenth week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1-　　Power point<br><br>2-　　　　Discussion and dialogue<br><br>3-　　Display on the electronic display | Ruling on using (the) in the media | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifteenth week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1-　　Power point<br><br>2-　　　　Discussion and dialogue<br><br>3-　　Display on the electronic display | The beginning and its sections | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The sixth week is difficult |

| | | | others. | | |
|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | -     Power point<br><br>2-     Discussion and dialogue<br><br>3-     Display on the electronic display | Single news | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The seventeenth week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1-     Power point<br><br>2-     Discussion and dialogue<br><br>3-     Display on the electronic display | Wholesale news | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The eighteenth week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | Introduction and delay in the news sentence | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The nineteen th week |
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | Deleting the subject and the predicate (permissible and obligatory) | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The twentiet h week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- an offerIntroductory<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Kan and her sisters (the work of the annifiers and their meanings) | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Twenty-first week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Advancement and delay in the sentence "Kan" and its sisters | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The twenty-second week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Sections of Kan (incomplete, extra, complete) | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twenty-third week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Places of deletion were | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The twenty-fourth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | others. | | |
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | Letters similar to "lais" (what) | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twenty-fifth week |
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | He made (no and that) the two nephites | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | Twenty-sixth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | others. | | |
| -Oral exams 2- Research duties 3- Students' attendance and participation during the lecture | 11- Power point 2- Discussion and dialogue 3- Display on the electronic display | work (lat) | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twenty-seventh week |
| 1-Oral tests 2- Research duties 3- Students' attendance and participation during the lecture | 1- Power point 2- Discussion and dialogue 3- Display on the electronic display | Approach verbs (function and rulings) Sections of verbs based on it | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The twenty-eighth week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- discussionAnd dialogue<br><br>3- Display on the electronic display | What is required in the predicate of relative verbs | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twenty-ninth week |
| 1-Oral tests<br><br>2- Research duties<br><br>3- Students' attendance and participation during the lecture | 1- Power point<br><br>2- Discussion and dialogue<br><br>3- Display on the electronic display | Acting and not acting in relative verbs. Verbs of convergence between completenes s and imperfection | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and absorb it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The thirtieth week |

| | others. | | |
|---|---|---|---|

| 12. Infrastructure | |
|---|---|
| Explanation of Ibn Aqeel on Al-Fiyah Ibn Malik | 1- Required prescribed books |
| Explanation of Qatr al-Nada, and the sound of echoes by Ibn Hisham<br><br>Explaining the roots of gold<br><br>The clearest path to Alfiyya is Ibn Malik | 2- Main references (sources) |
| Professor's Magazine, College of Education - Ibn Rushd / University of Baghda<br><br>Diyala Journal for Humanitarian Research | Recommended books and references (scientific journals, reports,...) |
| | B - Electronic references, Internet sites... |

| 13. Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching professionIt simulates the reality of students. |

## 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.

| | |
|---|---|
| University of Misan /Ministry of Higher Education and Scientific Research | 15. Educational institution |
| College of Education/Department of Arabic Language | 16. University department/center |
| the department of Arabic language/Faculty of Education | 17. Name of the academic programOr professional |
| Bachelor's degreesArabic language and its literature | 18. Name of the final certificate |
| Annual system | 19. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 20. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 21. Other external influences |
| | 22. Date the description was prepared |

23. Objectives of the academic program:

Making the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest scientific and educational levels.

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| 24.Outputsthe programRequired teaching, learning and evaluation methods |
| A- Cognitive objectives<br><br>1 -Enabling students to obtain knowledge and understanding of the intellectual frameworkFor Islamic literature.<br><br>2- Preparing students for the teaching profession in secondary schools.<br><br>3- Preparing students for the teaching professionIslamic literatureIn secondary schools |
| B -Marathi goalsForprogram<br><br>4- It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.<br>5- Applying Islamic literature strategies in the school classroom.<br>6- Applies appropriate methods to reduce the effect of forgetting.<br>**7-** Applies learning theories in educational situations.<br>Teaching and learning methods |

| |
|---|
| 1-Using the presentation and lecture methodProviding students with the basics and topics related to the knowledge described in (a).<br><br>2-Through the method of questioning and discussion.<br><br>3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts. |
| Evaluation methods |
| 50% semester exams, and daily attendance and participation are taken into consideration.<br><br>50% end-of-semester exams. |
| C- Emotional and value-based goals<br><br>7- Analyzing some prominent poems to determine their literature.<br>8- He compares the chapters and eras of Islamic literature and the extent of their development.<br>9- Some famous poets and prominent writers of the Islamic era reside there.<br>10- It explains the reasons for the popularity and prominence of some poets and writers over others within the time period studied. |
| Teaching and learning methods |
| 8- Assigning students to make reports regarding the ongoing lecture.<br>9- Questioning students through a set of thinking questions on some topics.<br>10- Forming discussion circles that reward the student's answers<br>11- Teaching students how to build ways of thinking. |
| Evaluation methods<br><br>9- Raising the motivational element among students.<br>10- The correct answer is counted as an approved model answer in the daily or final exam.<br>11- Supporting students who have good competence in accordance with the department's requirements. |

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**25.Program structure**The duration of the second stage is (one year only).

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (90) hours annually<br><br>(3) hours for each section | Islamic literature | 262 | The second phase |
| | | | | |
| | | | | |
| | | | | |

**26.Planning for personal development**

   5- **The curriculum denies taking into account students' inclinations and trends.**
   6- **The curriculum should be adapted to the students' present and future**
   7- **The teacher must have an influential personality among his students**
   8- **Periodic (annual) updating of approved training plans.**

**27.Acceptance criterion**(situationRegulations related to college admission orinstitute)

   4- **Admission is central**
   5- **Student's desire.**
   6- **Competitive rate between departments.**

**28.The most important sources of information about the program**

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the Islamic Literature major.**

   **3- International information network .**
   **4- Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Islamic literature | | the second |

# Course description form

## M . Saja Jassim Mohammed

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| University of Misan /Ministry of Higher Education and Scientific Research | 9. Educational institution |
| Faculty of Education/ the department of Arabic language | 10. SectionScientific/ Center |
| 262 | 11. Course name/code |
| Second stage students | 12. Available attendance forms |
| Annual | 13. Semester/year |
| (90) hours / (3) hours for each section | 14. Number of study hours(total) |
| | 15. Date this description was prepared |
| 16. Course objectives | |
| 4- Preparing students to teach a subjectIslamic literature. | |
| 5- Preparing scientific researchers in the field of researchIn the subject of Islamic literature. | |
| 6- Conduct researchAnd reports on Islamic literature. | |

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| 17. OutputsThe decisionTeaching, learning and evaluation methods |
| a-Cognitive objectives<br><br>7- Knows the concept of Islamic literature.<br>8- Shows the importance of studying Islamic literature.<br>9- Determines the study objectives for this course (Islamic Literature).<br>10-  Distinguish between the objectives of studying Islamic literature.<br>11-  Explains the characteristics of studying this subject.<br>12-  It identifies the important characteristics that must be highlighted within the study of Islamic literature. |
| B -Course-specific skills objectives<br><br>4- **He writes a research paper, and writes specialized research and studies in various fields of literature, especially Islamic literature.**<br>5- **Memorizing the names, personalities, and poems of prominent writers and poets.**<br>6- **Learn methods of teaching Islamic literature.** |
| Teaching and learning methods |
| 6- Modified lecture<br>7- Discussion .<br>8- Interrogation.<br>9- Brainstorming .<br>10-  Motivational questions. |
| Evaluation methods |
| 3- 50% semester exams, and daily attendance and participation are taken into |

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| consideration. |
| 4- 50% end-of-semester exams. |

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| C-Emotional and value goals |
| 5- Introducing the impact of science, scholars, writers, and poets on the development of Islamic literature. |
| 6- He shows an active interest in studying Islamic literature. |
| 7- Developing positive attitudes towards the learning process. |
| 8- Modifying negative trends in the learning and teaching process regarding the course. |

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| Teaching and learning methods |

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| 4- Brainstorming . |
| 5- Discussion . |
| 6- Complex questions in the specialty. |

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| Evaluation methods |

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| Reward and motivation to raise morale through grades calculated within the daily evaluation. |

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| D - General skills fQualificationMovable |
| 5- Review the previous steps and their outcomes. |
| 6- Access to scientific and literary developments through books and periodicals. |
| 7- Continuous access to the international information network in the field of specialization. |
| 8- Conducting debates and discussion sessions with specialists. |

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| 18. Course structure |

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **Defining the term Islamic literature** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 3 | **The first week** |
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **Islam's position on poetry** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 3 | second week |
| **(1) Oral exams** <br> **(2) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **The artistic construction of the Islamic poem** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into** | 3 | the third week |

| | | | | | |
|---|---|---|---|---|---|
| | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Defining the term prophet poets** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | fourth week |
| (1) Oral exams<br><br>(2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **A detailed study by Hassan bin Thabit** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on | **Analysis of Hassan bin Thabit's poem** | Students' control of this subject and its theoretical and applied understanding, and their ability to | 3 | the sixth week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | the electronic display | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | A detailed study of the poet Abdullah bin Rawahah | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Seventh week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | A detailed study of the poet Kaab bin Zuhair | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The eighth week |
| (1) Oral exams (2) Research | (1) Presentation (2) Discussion | Analysis of the poem | Students' control of this topic, their theoretical | 3 | Week nine |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue<br>(3) Presentation on the electronic display | **Burdah** | understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **A detailed study of the poet Al-Hataya** | **Evaluating the extent of understanding of previous literary topics** | 3 | **The tenth week** |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **Advanced ancient poetic purposes of early Islam** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 3 | **Week eleven** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) | **Praise** | **Students' control of this topic, their theoretical understanding, and their ability to** | 3 | **The twelfth week** |

| attendance and participation during the lecture | Presentation on the electronic display | | perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Satire** | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 3 | The thirteenth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(4) Display on the electronic display | spinning | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 3 | The fourteenth week |
| (1) Oral exams<br><br>(2) | (1) Presentation<br><br>(2) Discussion | **Lamentation s** | Students' control of this topic, their theoretical | 3 | The fifth |

| | | | | | |
|---|---|---|---|---|---|
| DutiesResearch<br><br>(3) Students' attendance and participation during the lecture | and dialogue | | understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | weekR |
| (1) Oral exams<br><br>(2)A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Displayed on the electronic display | **New poetic purposes in early Islam** | **Evaluating the extent of theoretical understanding of previous topics** | 3 | **Sixteenth week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **Prose** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 3 | **Seventeenth week** |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the | (1) Presentation<br><br>(2) Discussion and dialogue | **Public speaking** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 3 | **Eighteenth week** |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | | | |
| (1) Oral exams<br><br>(2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **Writing** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 3 | **Week nineteen** |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **Defining the term Umayyad literature** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 3 | **The twentieth week** |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **Poetry centers in the Umayyad era** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 3 | **Twenty-first week** |
| (1) Oral exams<br><br>(2) Research duties | (1) Presentation<br><br>(2) Discussion | **The art of contradictions in the Umayyad** | **Students' control of this topic, its theoretical understanding, and** | 3 | **Twenty-second week** |

| | | | | | |
|---|---|---|---|---|---|
| (4) Students' attendance and participation during the lecture | and dialogue<br><br>(3) Display on the electronic display | era | their ability to comprehend it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The poet Jarir | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Al-Farazdaq | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-fourth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The mistake | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | The twenty-fifth week |
| (1) Oral exams<br><br>(2) Research | (1) Presentation<br><br>(2) Discussion | Political poetry in | Students' control of this subject, its theoretical | 3 | Twenty-sixth week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue<br>(3) Presentation on the electronic display | the Umayyad era | understanding, and their ability to perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of literary models<br><br>(4) Display on the electronic display | Poetry of the Umayyad party | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-seventh week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Literary examples<br><br>(4) Display on the electronic display | Poetry of the Banu Hashim party | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-eighth week |
| (1) Oral exams<br><br>(2) Conservation and research duties.<br><br>(3) Students' attendance and participation during the | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | Poetry of the Kharijite party | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | The twenty-ninth week |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature books<br><br>(4) Display on the electronic display | Spinning in the Umayyad era | Evaluating the extent of theoretical understanding of previous literary topics | 3 | Week thirtieth |

| | 19. Infrastructure |
|---|---|
| 3- Required prescribed books | Choose modern, detailed educational books. |
| 4- Main references | The most important books within the specialty that have an understandable and uncomplicated academic style. |
| ت- Recommended books and references (scientific journals, reports,...) | Some books, theses, and dissertations that include the course vocabulary are recommended. |
| ث- Electronic references, websites... | Library of Islamic literature on the Internet, which includes everything related to the course in a detailed, accurate and clear manner. |

| 14- Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching profession. |

# Description of the academic program

**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. | |

| | |
|---|---|
| universityMaysan | 29.Educational institution |
| Faculty of Education | 30.Scientific department/center |
| the department of Arabic language | 31.Name of the academic or professional program |
| Bachelor's degree in Arabic Language and Literature | 32.Name of the final certificate |
| Annual system | 33.Academic system: Annual/courses/others |
| Adopting the standards of the Association of Arab Universities | 34.Accredited accreditation program |
| Ministry of Education/other institutions | 35.Other external influences |
| | 36.Date the description was prepared |

| |
|---|
| 37.Objectives of the academic program |

| |
|---|
| Making the product resulting from the Arabic Language Department an effective element in community service |

| |
|---|
| 38.Required program outcomes and teaching, learning and evaluation methods |

| |
|---|
| ب- **Cognitive goals**<br><br>**1-Enabling students to obtain knowledge and understandingFor the foundations of education and educational guidance**<br><br>**2-supplyStudentsTopics on the foundations of education and educational guidance**<br><br>**3- Preparing students in a special way to understandFoundations of education and educational guidance** |
| **B - The program's skill objectives**<br><br>**1 - Determines the mechanism for transferring theoretical knowledge as well as application within the classroom**<br><br>**2- Apply Arabic rhetoric strategies in the classroom**<br><br>**3 - Applies appropriate methods to accept the effect of forgetting, as well as learning theories** |
| **Teaching and learning methods** |
| 4- **Using the presentation and lecture method.**<br>5- **Method of questioning and discussion**<br>6- **Directing students to visit the library and the international networkaFor information** |
| **Evaluation methods** |
| **50% semester examsWith attendance and participation**<br><br>**50% end-of-semester tests.** |
| **C- Emotional and value goals.**<br><br>**1- Analyzing rhetorical terms and finding applied examples**<br><br>**2- Comparing one term to another**<br><br>**3- Evaluation of some publicationsFoundations of education and educational guidance** |

| Teaching and learning methods |
|---|
| 5- Assigning students to make reports on...Foundations of education and educational guidance<br>6- Questioning students to reveal their understanding of the lectures<br>7- Forming discussion groups to conduct discussionTopics of the foundations of education and educational guidance<br>8- Teaching students how to build methods of thinking and analysis |
| Evaluation methods |
| 4- Raising elements of motivation among students through grades<br>5- Calculating the correct answer as a model in the daily or final exam<br>6- Supporting outstanding students |

<br>

| D - General and rehabilitative transferable skills<br><br>D1-<br><br>D2-<br><br>D3-<br><br>D4- |
|---|

**39.The program structure is one year in the first phase**

| Credit hours | | Name of the course or course | Course or course code | Educationa l level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | 60One hour annually, 2 hours for each section | Foundations of education and educational guidance | | the second |

| |
|---|
| **40.Planning for personal development** |
| 5- The curriculum is not enough to care for students and achieve what they aspire to.<br>6- The curriculum should adapt to the present and future of students<br>7- The teacher must have an influential personality in order to leave an impact on the students<br>8- The curriculum must be updated every five years |
| **41.Admission standard (establishing regulations related to admission to the college or institute)** |
| 4- Central admission<br>5- Student's desire<br>6- Competitive rate between departments |
| **42.The most important sources of information about the program** |
| 4- Related sources, references, letters, and thesesFoundations of education and educational guidance<br>5- Information Network<br>6- Teaching experience |

| | | | | Curriculum skills chart | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

| General and qualifying transferable skills (other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Foundations of | | the second |

| | | | | | | | | | | | | | | education and educational guidance | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | |

# Course description form

## AMD Bahaa Shubram Ghadib

**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.

| | |
|---|---|
| universityMaysanMinistry of Higher Education and Scientific Research | 20. Educational institution |
| College of Education/Department of Arabic Language | 21.Scientific department/center |
| | 22.Course name/code |
| Stage studentsthe second | 23.Available attendance forms |
| Annual | 24.Semester/year |
| 60One hour, 2 hours for each section | 25.Number of study hours (total) |
| | 26.Date this description was prepared |
| 27.Course objectives | |
| 3- Preparing students to teach Arabic rhetoric | |
| 4- Preparing scientific researchers to research Arabic rhetoric | |
| | |

14.Course outcomes and teaching, learning and evaluation methods

| |
|---|
| **A- Cognitive objectives** |
| **1-Introducing the student to the cultural basis of our society and the role of education in life.** |
| **2- Shows the importanceManagement, its development and levels** |
| **3- Sets goalsEducation and its functions** |
| **4- Distinguish between the objectives of studying AFundamentals of education and educational guidance** |
| **5- Explains the characteristicsEducation** |

| |
|---|
| **B - The skills objectives of the course.** |
| **1 - Writes research papers and studies specialized in aFundamentals of education and educational guidance** |
| **2- He memorizes namesScientistsThe years of their deaths and the names of their works** |
| **3- Learn teaching methods aFundamentals of education and educational guidance** |

| |
|---|
| **Teaching and learning methods** |

| |
|---|
| 6- lecture |
| 7- Discussion |
| 8- Interrogation |
| 9- Brainstorming |
| 10-       Motivational questions |

| |
|---|
| **Evaluation methods** |

| |
|---|
| **50% semester examsWith attendance and participation** |
| **50% end teststhe year.** |

| |
|---|
| **C- Emotional and value goals**<br><br>   3- Introduction to effectEducation in daily life<br>   4- Active interest in studying aFundamentals of education and educational guidance<br>   3- Modifying negative trends in the learning and teaching process |
| **Teaching and learning methods** |
|    5- Brainstorming<br>   6- Discussion<br>   7- Cross-cutting questions |
| **Evaluation methods** |
| **Reward and motivation** |
| **D - General and qualifying skills that are transferred0**<br><br>   1- Reviews of the previous steps and their outcomes0<br><br>   2- Access to scientific and rhetorical developments through books and periodicals0<br><br>   3- Exploring the information network in the field of Arabic rhetoric0<br><br>   8- Conducting discussions and seminars with those with specific specializations to raise the development of knowledge0 |

| 15. Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| Oral tests as well as assignments | Presentation and discussion | Meaning of education | Tuning students and providing an expanded idea of Arabic rhetoric | 2 | The first week |
| Himself | Himself | Educational goals and functions | Himself | 2 | second week |
| Himself | Himself | Characteristics of education | Himself | 2 | the third week |
| Himself | Himself | Historical basis of education | Himself | 2 | fourth week |
| Himself | Himself | Figures of Arab-Islamic educational thought - Al-Ghazali | Himself | 2 | The fifth week |
| Himself | Himself | Ibn Khaldun–Ibn Sina | Himself | 2 | the sixth week |
| Himself | Himself | The social basis of education | Himself | 2 | Seventh week |
| Himself | Himself | The educational role of the family and society | Himself | 2 | The eighth week |

| Himself | Himself | The economic basis of education | Himself | 2 | Week nine |
|---------|---------|---------|---------|---|------|
| Himself | Himself | The impact of education on national development and human subjects | Himself | 2 | The tenth week |
| Himself | Himself | Scientific basis of education | Himself | 2 | Week eleven |
| Himself | Himself | Education and scientific and technological progress | Himself | 2 | The twelfth week |
| Himself | Himself | Modern education | Himself | 2 | The thirteenth week |
| Himself | Himself | Features of modern education and its goals | Himself | 2 | The fourteenth week |
| Himself | Himself | Functions of contemporary education | Himself | 2 | The fifteenth week |
| Himself | Himself | Figures of modern educational thought - Psaluzzi | Himself | 2 | Sixteenth week |

| Himself | Himself | Jean-Jacques Rousseau–John Dewey | Himself | 2 | Seventeenth week |
|---------|---------|----------------------------------|---------|---|------------------|
| Himself | Himself | Educational administration and its concept | Himself | 2 | Eighteenth week |
| Himself | Himself | Management styles | Himself | 2 | Week nineteen |
| Himself | Himself | School principal skills | Himself | 2 | The twentieth week |
| Himself | Himself | Planning– Organization - communication | Himself | 2 | Twenty-first week |
| Himself | Himself | Guidance– Coordination– Censorship | Himself | 2 | Twenty-second week |
| Himself | Himself | Characteristics of a successful manager | Himself | 2 | Twenty-third week |
| Himself | Himself | Factors affecting educational administration | Himself | 2 | Twenty-fourth week |
| Himself | Himself | Parent-teacher councils | Himself | 2 | The twenty-fifth week |
| Himself | Himself | Management theories | Himself | 2 | Twenty-sixth |

| | | | | | week |
|---|---|---|---|---|---|
| Himself | Himself | Management as a social theory | Himself | 2 | Twenty-seventh week |
| Himself | Himself | Management as a decision-making process | Himself | 2 | Twenty-eighth week |
| Himself | Himself | Management as functions | Himself | 2 | The twenty-ninth week |
| Himself | Himself | review | Himself | 2 | Week thirtieth |

| 16. Infrastructure | |
|---|---|
| Choose modern, detailed educational books. | 1- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 2- Main references (sources) |
| Specialized letters and dissertationsFoundations and educational guidance | Recommended books and references (scientific journals, reports,...) |
| Related websitesCompetentFoundations and educational guidance | B - Electronic references, Internet sites... |

| |
|---|
| **17. Course development plan** |
| **Enriching the course with practical aspects related to the teacher's profession** |

# Description of the academic program

**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.**

| | |
|---|---|
| universityMaysan | 43.Educational institution |
| Faculty of Education | 44.Scientific department/center |
| the department of Arabic language | 45.Name of the academic or professional program |
| Bachelor's degree in Arabic Language and Literature | 46.Name of the final certificate |
| Annual system | 47.Academic system: Annual/courses/others |
| Adopting the standards of the Association of Arab Universities | 48.Accredited accreditation program |
| Ministry of Education/other institutions | 49.Other external influences |
| | 50.Date the description was prepared |

| |
|---|
| 51.Objectives of the academic program |

| |
|---|
| Making the product resulting from the Arabic Language Department an effective element in community service |

| |
|---|
| 52.Required program outcomes and teaching, learning and evaluation methods |

| |
|---|
| ت- Cognitive goals<br><br>1-Enabling students to obtain knowledge and understandingIn Arabic rhetoric<br><br>2-supplyStudentsWith types of the science of rhetoric and wonderful improvements.<br><br>3- Preparing students in special preparation to understand and appreciate rhetoric |
| B - The program's skill objectives<br><br>1 - Determines the mechanism for transferring theoretical knowledge as well as application within the classroom<br><br>2- Apply Arabic rhetoric strategies in the classroom<br><br>3 - Applies appropriate methods to accept the effect of forgetting, as well as learning theories |
| Teaching and learning methods |
| 7- Using the presentation and lecture method.<br>8- Method of questioning and discussion<br>9- Directing students to visit the library and the international networkaFor information |
| Evaluation methods |
| 50% semester examsWith attendance and participation<br><br>50% end-of-semester tests. |
| C- Emotional and value goals.<br><br>1- Analyzing rhetorical terms and finding applied examples<br><br>2- Comparing one term to another<br><br>3- Evaluation of some rhetorical works |
| Teaching and learning methods |

| | |
|---|---|
| 9- Assigning students to make reports on rhetorical topics<br>10- Questioning students to reveal their understanding of the lectures<br>11- Forming discussion circles to discuss rhetorical terms<br>12- Teaching students how to build methods of thinking and analysis | |
| Evaluation methods | |
| 7- Raising elements of motivation among students through grades<br>8- Calculating the correct answer as a model in the daily or final exam<br>9- Supporting outstanding students | |

**D - General and rehabilitative transferable skills**

   D1-

   D2-

   D3-

D4-

**53.The program structure is one year in the first phase**

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | 60One hour annually, 2 hours for each section | Rhetoric and application | 144 | The first |

**54.Planning for personal development**

| |
|---|
| 9- The curriculum is not enough to care for students and achieve what they aspire to. |
| 10- The curriculum should adapt to the present and future of students |
| 11- The teacher must have an influential personality in order to leave an impact on the students |
| 12- The curriculum must be updated every five years |

| |
|---|
| 55. Admission standard (establishing regulations related to admission to the college or institute) |

| |
|---|
| 7- Central admission |
| 8- Student's desire |
| 9- Competitive rate between departments |

| |
|---|
| 56. The most important sources of information about the program |

| |
|---|
| 7- Sources, references, letters, and theses related to Arabic rhetoric |
| 8- Information Network |
| 9- Teaching experience |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General and qualifying transferable skills (other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Rhetoric( Al-Bayan | 144 | The first |

| | | | | | | | | | | | | | | | | and Al-Badi') | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

# Course description form

## Dr. Karima Abdel Gomaa

**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.

| | |
|---|---|
| universityMaysanMinistry of Higher Education and Scientific Research | 28. Educational institution |
| College of Education/Department of Arabic Language | 29.Scientific department/center |
| 144 | 30.Course name/code |
| First stage students | 31.Available attendance forms |
| Annual | 32.Semester/year |
| 60One hour, 2 hours for each section | 33.Number of study hours (total) |
| | 34.Date this description was prepared |
| 35.Course objectives | |
| 5- Preparing students to teach Arabic rhetoric | |
| 6- Preparing scientific researchers to research Arabic rhetoric | |
| | |

| |
|---|
| **18.** Course outcomes and teaching, learning and evaluation methods |
| **A- Cognitive objectives**<br><br>   1- Knows the concept of Arabic rhetoric<br><br>   2- Shows the importance of Arabic rhetoric<br><br>   3- Determines the study objectives for the Arabic Rhetoric course<br><br>   4- Distinguish between the goals of studying Arabic rhetoric<br><br>   5- Explains the characteristics of Arabic rhetoric |
| **B - The skills objectives of the course.**<br><br>   1 - He writes research papers and specialized studies in Arabic rhetoric<br><br>   2- He memorizes the names of rhetoricians, the years of their deaths, and the names of their works<br><br>   3- Learn methods of teaching Arabic rhetoric |
| **Teaching and learning methods** |
| 11-       Modified lecture<br>12-       Discussion<br>13-       Interrogation<br>14-       Brainstorming<br>15-       Motivational questions |
| **Evaluation methods** |
| 50% semester examsWith attendance and participation<br><br>60% final examsthe year. |

| |
|---|
| **C- Emotional and value goals** |
| |
|     5- **Introducing the influence of rhetoric and rhetoricians on the history of Arabic literature** |
|     6- **Active interest in studying Arabic rhetoric** |
|     3- **Modifying negative trends in the learning and teaching process** |
| |
| **Teaching and learning methods** |
| 9- **Brainstorming** <br> 10-        **Discussion** <br> 11-        **Complex questions in rhetoric** |
| **Evaluation methods** |
| **Reward and motivation** |
| **D - General and qualifying skills that are transferred0** <br><br>     1- **Reviews of the previous steps and their outcomes0** <br><br>     2- **Access to scientific and rhetorical developments through books and periodicals0** <br><br>     3- **Exploring the information network in the field of Arabic rhetoric0** <br><br>     12-       **Conducting discussions and seminars with those with specific specializations to raise the development of knowledge0** |

| 19. Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| Oral tests as well as assignments | Presentation and discussion | The emergence of Arabic rhetoric | Tuning students and providing an expanded idea of Arabic rhetoric | 2 | The first week |
| Himself | Himself | Rhetorical schools | Himself | 2 | second week |
| Himself | Himself | History of composition in Arabic rhetoric | Himself | 2 | the third week |
| Himself | Himself | Science of statement | Himself | 2 | fourth week |
| Himself | Himself | Definition of statement | Himself | 2 | The fifth week |
| Himself | Himself | Simile | Himself | 2 | the sixth week |
| Himself | Himself | Definition of simile and its types | Himself | 2 | Seventh week |
| Himself | Himself | The pillars of simile and its types | Himself | 2 | The eighth week |
| Himself | Himself | The purposes of the simile and its eloquence | Himself | 2 | Week nine |

| Himself | Himself | Metaphor and truth | Himself | 2 | The tenth week |
|---|---|---|---|---|---|
| Himself | Himself | The transmitted metaphor and its relationships | Himself | 2 | Week eleven |
| Himself | Himself | Mental metaphor and its relationships | Himself | 2 | The twelfth week |
| Himself | Himself | Metaphor: its definition | Himself | 2 | The thirteenth week |
| Himself | Himself | Elements of metaphor | Himself | 2 | The fourteenth week |
| Himself | Himself | Declarative metaphor | Himself | 2 | The fifteenth week |
| Himself | Himself | Metaphor | Himself | 2 | Sixteenth week |
| Himself | Himself | Half year holiday | Himself | 2 | Seventeenth week |
| Himself | Himself | Other metaphors | Himself | 2 | Eighteenth week |
| Himself | Himself | Metonymy | Himself | 2 | Week nineteen |
| Himself | Himself | Types of | Himself | 2 | The twentiet |

| | | metonymy | | | h week |
|---|---|---|---|---|---|
| Himself | Himself | Euphemism for an adjective | Himself | 2 | Twenty-first week |
| Himself | Himself | A metaphor for a description | Himself | 2 | Twenty-second week |
| Himself | Himself | A metaphor for a ratio | Himself | 2 | Twenty-third week |
| Himself | Himself | Badi science | Himself | 2 | Twenty-fourth week |
| Himself | Himself | Verbal enhancers | Himself | 2 | The twenty-fifth week |
| Himself | Himself | Moral enhancers | Himself | 2 | Twenty-sixth week |
| Himself | Himself | Alliteration | Himself | 2 | Twenty-seventh week |
| Himself | Himself | counterpoint | Himself | 2 | Twenty-eighth week |
| Himself | Himself | Embedding | Himself | 2 | The twenty-ninth |

| | | | | | week |
|---|---|---|---|---|---|
| Himself | Himself | Pun | Himself | 2 | Week thirtieth |
| Himself | Himself | The problem | Himself | 2 | Week thirty-one |
| Himself | Himself | General Review | Himself | 2 | The thirty-second week |

| 20.Infrastructure | |
|---|---|
| Book of Rhetoric and Application Dr. Ahmed Matloub and Dr. The insightful one | 1- Required prescribed books |
| Clarification in the Sciences of Rhetoric by Al-Qazwini | 2- Main references (sources) |
| Theses and treatises on Arabic rhetoric | Recommended books and references (scientific journals, reports,...) |
| With different Arabic rhetoric | B - Electronic references, Internet sites... |

| 21.Course development plan |
|---|
| Enriching the course with practical aspects related to the teacher's profession |

## 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.

| universityMaysan/ Ministry of Higher Education and Scientific Research | 57. Educational institution |
|---|---|

| | |
|---|---|
| Faculty of Education | 58. University department/center |
| Department of Arabic Language/College of Education | 59. Name of the academic or professional program |
| PhD in Arabic Language and Literature | 60. Name of the final certificate |
| Annual system | 61. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 62. Accredited accreditation program |
| Ministry of Education/other institutions in the country | 63. Other external influences |
| | 64. Date the description was prepared |

65. **Objectives of the academic program:**

**Making the product resulting from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the best scientific and educational levels.**

| 66. Required program outcomes and teaching, learning and evaluation methods |
| --- |

**A- Cognitive objectives**

1 -Enabling students to obtain knowledge and understanding of the intellectual framework of the subjectConjugate the Arabic.

2- Preparing students for the teaching profession in secondary schools.

3- Preparing students for the profession of teaching the subjectCashing

In secondary schools

**B - The program's skill objectives**

8- It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroomAnd out.

9- Applies strategiesCashingInside the school classroom.

10-       Applies appropriate methods to reduce the effect of forgetting.

11-       Applies learning theories in educational situations.

**Teaching and learning methods**

1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).

2- Through the method of questioning and discussion, the study materials are clarified and explained by the academic staff.

3- Directing students to visit the library and the International Informatics Network to

**obtain information and facts.**

**Evaluation methods**

**50% semester exams, and daily attendance and participation are taken into consideration.**

**50% end-of-semester exams.**

**C- Emotional and value-based goals**

11-  **studyThe topicsConjugation through aTo understand the structure of the word and know its origins.**

12-  **Ybetween theTopicsMorphologyand the extent of its development.**

13-  **YBetween interestThe scientistsAncients and moderns with morphological topics.**

14-  **Explains the reasons for the differenceIn morphological matters.**

**Teaching and learning methods**

12-  **Assigning students to make reports regarding the ongoing lecture.**

13-  **Questioning students through a set of thinking questions on some topics.**

14-  **Forming discussion circles that reward the student's answers.**

15-  **Teaching students how to build their ways of thinking and analysis.**

**Evaluation methods**

12-  **Stimulating the element of motivation among students by rewarding the applicant with grades.**

13-  **The correct answer is counted as an approved model answer in the daily or final exam.**

14-  **Supporting students who have good competence in accordance with the department's requirements.**

|  | | | | |
|---|---|---|---|---|
| | | | | |

**67. Program structure and duration (one year only), second stage**

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (60) hours annually<br><br>By (21 hour for<br><br>each division | Exchange | 243 | The stagesecond |
| | | | | |
| | | | | |
| | | | | |

**68. Planning for personal development**

9- The curriculum denies taking into account students' inclinations.

10- The curriculum should be adapted to the students' present and future

11- The teacher must have an influential personality among his students.

12- Periodic (annual) updating of approved training plans.

**69. Admission standard (establishing regulations related to admission to the college or institute)**

7- Admission is central

8- Student's desire.

9- Competitive rate between departments.

| 70. The most important sources of information about the program |
| --- |

1- Books, periodicals, theses and university theses that meet the latest study

requirements in the specialtyCashing.

    5- International information network .

    6- Personal experience of the person teaching the course.

| Curriculum skills chart | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | |
| Transferable general and qualifying skills (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |

| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | aTo conjugate | 243 | the second |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## a .M.DBassem Muhammad Eyada

## 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.

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 36. Educational institution |
| Faculty of Education/ the department of Arabic language | 37. Scientific department/center |
| 243 | 38. Course name/code |
| L stage studentssecond | 39. Available attendance forms |
| Annual | 40. Semester/year |
| (601 hour / 1 hour(2)An hour for each division | 41. Number of study hours (total) |

| | |
|---|---|
| 2/6/2021 AD | 42. Date this description was prepared |

43. **Course objectives**

7- Preparing students to teach the subjectConjugate the Arabic.

8- Preparing scientific researchers in the field of research into the subjectConjugate the Arabic.

9- Conducting research and reports on the subjectConjugate the Arabic.

---

44. **Course outcomes and teaching, learning and evaluation methods**

A- **Cognitive objectives**

13- Knows the concept ofCashing.

14- Shows the importance of studying theCashing.

15- Determines the study objectives for this courseCashing).

16- Distinguish between the objectives of studying theCashing.

17- Explains the characteristics of studying this subject.

18- Determines the important characteristics that must be highlighted within the study of the subjectCashing.

B - **The skills objectives of the course**

7- Writing a research paper, writing specialized research and studies.

8- Memorizing names and charactersMorphology and identifying word structure and morphological sourcesAs appropriate to the nature of the lesson.

9- Learn methods for teaching subject ATo conjugate the Arabic.

Teaching and learning methods

| | |
|---|---|
| 11- **Modified lecture** <br> 12- **Discussion .** <br> 13- **Interrogation.** <br> 14- **Brainstorming .** <br> 15- **Motivational questions.** | |
| **Evaluation methods** | |
| 5- 50% semester exams, and attendance and daily participation electronically are taken into consideration according to the class program. <br> 6- 50% end-of-semester exams. | |
| **C- Emotional and value goals** | |
| 9- Defining the impact of scienceExchangeIn the development of the Arabic language. <br> 10- **Shows active interest in studying the subjectCashing.** <br> 11- **Developing positive attitudes towards the learning process.** <br> 12- **Modifying negative trends in the learning and teaching process regarding the course.** | |
| **Teaching and learning methods** | |
| 7- **Brainstorming .** <br> 8- **Discussion .** <br> 9- **Complex questions in the specialty.** | |
| **Evaluation methods** | |
| Reward and motivation to raise morale through grades calculated within the daily evaluation. | |

9- Review the previous steps and their outcomes.

10- Access to scientific and literary developments through books and periodicals.

11- Continuous access to the international information network in the field of specialization.

12- Conducting debates and discussion sessions with specialists.

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Introducing the science of morphology and its benefits | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The first week |
| (1) Oral exams | (1) Presentatio | Derivatives: The active participle is | Students' control of this subject and its | 2 | The second |

**45. Course structure**

| | | | | | |
|---|---|---|---|---|---|
| (2) Research duties<br><br>(3) Students' attendance and participation during the lecture | n<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | the active participle | theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | weekNe |
| (1) Oral exams<br>(2) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Practical exercises | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the third week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | | The form of exaggeration, the suspicious characteristic | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and | (1) Presentation<br><br>(2) Discussion and | Practical exercises. | Students' control of this subject and its theoretical and applied understanding, and their ability to | 2 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | dialogue | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Name of the instrument, source | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams (2) A surprise exam (3) Students' | (1) Presentation (2) | Practical exercises | Students' control of this subject and its theoretical and applied understanding, and | 2 | Seventh week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | Discussion and dialogue (3) Presentation on the electronic display | | their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | The name of the time, and the name of the organization | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the weekVIII |
| (1) Oral exams (2) Research duties (3) Students' | (1) Presentation (2) Discussion | Practical exercises | Students' control of this topic, their theoretical understanding, and their ability to | 2 | Week nine |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | and dialogue (3) Presentation on the electronic display | | perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Name of time and place | Evaluating the extent of understanding of previous literary topics | 2 | The tenth week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue | Practical exercises | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the | 2 | Week eleven |

| | | | | | |
|---|---|---|---|---|---|
| lecture | (3) Presentation on the electronic display | | ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Preference name | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The second weekYes ten |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue (3) Display | Practical exercises. | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 2 | The thirteenth week |

| | | | | | |
|---|---|---|---|---|---|
| lecture | on the electronic display | | | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (4) Display on the electronic display | Al-Alal: Types of Al-Alal 1- Announcement by deletion 2- Illnesses in the heart | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 2 | The fourteenth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | 3- Reasons for transportation *Practical exercises | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand | 2 | The fifteenth week |

| | | | and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Substitution | Evaluating the extent of theoretical understanding of previous topics | 2 | Sixteenth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Exam With a review of what we studied for the first semester | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Seventh weekR |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Half year holiday | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Eighteenth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Missed name | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Week nineteen |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Practical exercises | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Shortened name | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | The twenty−first weekn |
| (1) Oral exams<br><br>(2) Research duties<br><br>(4) Students' | (1) Presentation<br><br>(2) Discussion | Practical exercises | Students' control of this topic, its theoretical understanding, and their ability to | 2 | Twenty−second week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | and dialogue<br><br>(3) Display on the electronic display | | comprehend it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | aFor the extended name | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty−third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) | Practical exercises. | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty−fourth week |

| lecture | Presentation on the electronic display | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br>(2) A surprise exam<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | the male and the female<br><br>*Practical exercises | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-fifth weekAnd the twenty-sixth |
| (1) Oral exams<br>(2) A surprise exam<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Presentation on the electronic | Dictation rules<br><br>The hamza and its rules<br><br>*Practical exercises | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The sixth weekSell twentyAndThe eighth andThe twentieth |

| | | | | | |
|---|---|---|---|---|---|
| | display | | | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The tied and open ta'<br><br>**Monthly exam for the second semester | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | the weekNinthThe titheN and the thirtieth week |

| | 46. Infrastructure |
|---|---|
| Choose modern, detailed educational books. With videos and audio recordings via the Classroom program (electronic classroom). | 5- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 6- Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ج- Recommended books and references (scientific journals, reports,…) |
| The libraryMorphologyOn the Internet, which includes everything related to the course in precise and clear detail. | ج- Electronic references, websites… |

| 15- | Course development plan |
|---|---|
| Enriching the curriculum with practical aspects related to the teaching profession. | |

**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.

| University of Maysan / College of Education | 71. Educational institution |
|---|---|
| Arabic | 72. The sectionscientific/ Center |
| Department of Arabic Language / College of Education | 73. Name of the academic programOr professional |
| Bachelor's degree in Arabic Language and Literature | 74. Name of the final certificate |
| annual | 75. School system: Annual/courses/others |

| | |
|---|---|
| Union standards for Arab universities | 76. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 77. Other external influences |
| | 78. Date the description was prepared |
| **79. Objectives of the academic program** | |
| **Making the product that emerges from the Arabic Language Department in the College of Education an effective element in community service** | |
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| **80. The outputs of theprogramRequired teaching, learning and evaluation methods** |
| ﺗ- **Cognitive goals**<br>**A1-Enabling students to obtain the knowledge and understanding required for the intellectual framework of the presentation material**<br><br>**A2-Preparing students psychologically and educationally for the teaching profession**<br><br>**A3-Preparing students psychologically and educationally to teach presentations** |
| **B -Marathi goalsForprogram**<br><br>**B1 –It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom**<br><br>**B2 –Applies presentation strategies and concepts in the classroom** |

| |
|---|
| B3 -Applies appropriate methods to reduce forgetfulness<br><br>B4- Apply learning theories in educational situations |
| **Teaching and learning methods** |
| 1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (a)<br>2- Through the method of questioning and discussion, academic vocabulary is clarified and explained<br>3- Directing students to visit the library and the international information network to obtain information and facts |
| **Evaluation methods** |
| 50% of the semester exams, and daily attendance and participation are taken into consideration<br><br>50% final exam |
| C- Emotional and value goals.<br><br>C1-Analyzing some poems prosodically to identify their most important characteristics<br><br>C2-The student compares genres of literature based on prosodic analysis<br><br>C3-He evaluates some poets and poems<br><br>C4- It explains the reasons why some poets are more famous than others in the field of poetic rhythm |
| **Teaching and learning methods** |
| 1- Assigning students to make reports regarding the ongoing lecture<br>2- Questioning students through a set of thinking questions on some topics<br>3- Forming discussion circles in which the student is rewarded for his correct answer<br>4- Teaching students how to build their ways of thinking and analysis |
| **Evaluation methods** |

1. Stimulating the element of motivation among students by rewarding the applicant with grades
2. Calculating the correct answer is an approved model answer in the exam
3. Supporting students who have good competence in accordance with the department's requirements

| 81. Program structure | | | | |
|---|---|---|---|---|
| Credit hours | | Name of the course or course | Course or course code | Educational level |
| practical | theoretical | | | |
| nothing | 60 hours annually, (2) hours per week | Offers | 245 | the second |

| 82. Planning for personal development |
|---|
| 1- The curriculum should take into account the students' inclinations <br> 2- It must be adapted to the students' present, future, and aspirations and be proportional to their growth <br> 3- The teaching must have a personality that influences its students because the student is influenced by his professor and his style <br> 4- Periodic and annual updating of approved training plans |
| 83. Acceptance criterion(situationRegulations related to college admission orinstitute) |
| 1- Central admission <br> 2- Student's desire <br> 3- Competitive rate |
| 84. The most important sources of information about the program |

1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the presentations major
2- International information network
3- Personal experience of the course teacher

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General skillsAnd qualifyingMovable( Other skills related to employability and personal development) | | | | Emotional and value goals | | | | ObjectivesSkills YehForprogram | | | | ObjectivesIDYH | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | / | Basic | Offers | 245 | the second |
| | | | | | | | | | | | | | | | | | | | |
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| **22. The outputs of theEstablishedTeaching, learning and evaluation methods** |
| **A- NoCognitive goals**<br><br>**A1-Knows the concept of offers**<br><br>**A2-Shows the importance of studying offers**<br><br>**A3-Determines the study objectives for the presentation material**<br><br>**A4-Distinguish between the objectives of studying offers**<br><br>**A5-Explains the characteristics of studying this subject**<br><br>**A6-It identifies the important characteristics that must be highlighted within the study of presentation material** |
| **B -ObjectivesSkillsYehForEstablished.**<br><br>**B 1 -Memorizing the names of poetic seas and distinguishing rhythmically between them**<br><br>**B2 –Distinguishing between metrical poetry (vertical poem and iambic poetry) and prose poem**<br><br>**B3 –Analyze the poems rhythmically**<br><br>**B4-Learns methods of teaching presentations** |
| **Teaching and learning methods** |
| **1- Modified lecture**<br>**2- Discussion**<br>**3- Interrogation**<br>**4- Brainstorming**<br>**5- Motivational questions** |
| **Evaluation methods** |
| **1- 40% for semester exams, taking into account daily attendance and participation.**<br>**2- 10% attendance and participation**<br>**3- 50% final exam** |

| |
|---|

**C-Emotional and value goals**

    **C1-Introducing the impact of science, scientists, writers and poets**

    **C2-Shows active interest in studying presentation material**

    **C3-Developing positive attitudes towards the prosodic learning process**

    **C4-Modifying negative trends in the learning and teaching process regarding presentations**

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**Teaching and learning methods**

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1- **Brainstorming**
2- **Discussion**
3- **Complex questions in presentations**

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**Evaluation methods**

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**Reward and motivation to raise morale through grades calculated within the daily evaluation**

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**D - General skills fQualificationMovable**

    **D1-Review the previous steps and their outcomes**

    **D2-Access to scientific and literary developments through books and periodicals**

    **D3-Continuous access to the international information network in the field of specialization**

    **D4-Conducting debates and discussion sessions with specialists.**

**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 opportunities.LearningAvailable.**

| | |
|---|---|
| Faculty of Education | 47.    Educational institution |
| Arabic | 48. The sectionscientific/ Center |
| Offers/245 | 49. Course name/code |
| Second stage students | 50. Available attendance forms |
| Annual | 51. Semester/year |
| 60 hours / academic year | 52. Number of study hours(total) |
| | 53. Date this description was prepared |
| 54. Course objectives | |
| 1- Preparing students to teach presentations | |
| 2- Preparing scientific researchers in the field of research in presentations | |
| 3- Conducting research and reports on presentation materials | |
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| 23. Course structure | | | | | |
|---|---|---|---|---|---|
| **Evaluation method** | **Teaching method** | **Name of the unit/topic** | **Required learning outcomes** | **hours** | **the week** |
| **(1) Oral exams** <br><br>**(2) Research duties** <br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br>**(2) Discussion and dialogue** <br><br>**(3) Display on the electronic display** | **Offers language and terminology** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **The first week** |
| **(1) Oral exams** <br><br>**(2) Research duties** <br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br>**(2) Discussion and dialogue** <br><br>**(3) Display on the electronic display** | **The poetic verse and its parts** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **second week** |
| **(1) Oral exams** <br><br>**(2) Research duties** <br><br>**(3) Students' attendance and participation during the** | **(1) Presentation** <br><br>**(2) Discussion and dialogue** <br><br>**(3) Display on the electronic display** | **Chest, sacrum, offers, beating, stuffing** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand** | **2** | **the third week** |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Activations and their parts in the old term** | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Types of audio clips** | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **The reasons andorTAD and spacers** | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand | 2 | the sixth week |

| | | | | | |
|---|---|---|---|---|---|
| **lecture** | | | **and speak, and transfer this knowledge to others.** | | |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **Writing Prosody** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Seventh week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **AldoaThe presentational well** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **The eighth week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **Poetic seas, their symptoms and parts** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand** | **2** | **Week nine** |

| | | | | | |
|---|---|---|---|---|---|
| **lecture** | | | **and speak, and transfer this knowledge to others.** | | |
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **the seaShaking** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **The tenth week** |
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' attendance and participation during the lecture** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **Sea vibrating applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Week eleven** |
| **(1) Oral exams** <br><br> **(2) Research duties** <br><br> **(3) Students' attendance and participation during the** | **(1) Presentation** <br><br> **(2) Discussion and dialogue** <br><br> **(3) Display on the electronic display** | **Sea ATo close** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand** | **2** | **The twelfth week** |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Sea applications Convergent | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The thirteenth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Sea ALong and its applications | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fourteenth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | The sea of rageAnd its applications | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand | 2 | The fifth weekR |

| | | | | | |
|---|---|---|---|---|---|
| **lecture** | | | **and speak, and transfer this knowledge to others.** | | |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **The modified sea and its applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Sixteenth week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **The simple sea and its applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Seventee nth week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic** | **Sea rumFor and its applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and** | **2** | **Eighteen th week** |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | display | | comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **The complete sea and its applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Week nineteen** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **The abundant sea and its applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **The twentieth week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic | **aFor the fast seaAnd its applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and** | **2** | **Twenty-first week** |

| | | | | | |
|---|---|---|---|---|---|
| **and participation during the lecture** | **display** | | **comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | | |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the lecture** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **aTo the sea of refugeAnd its applications** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Twenty-second week** |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the lecture** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **Light sea** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Twenty-third week** |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic** | **,the sea Concise sea present tense** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and** | **2** | **Twenty-fourth week** |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | display | | comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **The uprooted sea** | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **The twenty-fifth week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Performances in modern poetry** | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Twenty-sixth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic | **Rhyme is a language and a terminology. Types of rhyme** | Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and | 2 | Twenty-seventh week |

| | | | | | |
|---|---|---|---|---|---|
| **and participation during the lecture** | **display** | | **comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | | |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **Rhyming letters** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **Twenty-eighth week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **Rhyme movements** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | **2** | **The twenty-ninth week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic** | **Rhyme defects** | **Students' control of this subject, its theoretical and applied understanding, and their ability to perceive and** | **2** | **the weekthirty** |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | display | | comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |

| 24. Infrastructure | |
|---|---|
| The balance of gold in the making of Arab poetry / Al-Sayyid Ahmed Al-Hashemi | 1- Required prescribed books |
| The art of poetic cutting and rhyme / Dr. Safaa Hulusi | 2- Main references (sources) |
| 1- Reference in the sciences of prosody and rhyme / Muhammad Ahmed Qasim<br>2- In prosody and rhyme, a study on vertical poetry and tambourine poetry / Omar Khalifa Ibn Idris.<br>3- Basics of prosody and rhyme / Khader Abu Al-Enein<br>4- Some theses and dissertations that include course vocabulary | Recommended books and references, scientific journals, reports,...) |
| 1- Display library on the World Wide Web | B - Electronic references, Internet sites... |

| 25. Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching profession |

# 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.** | |

| | |
|---|---|
| **University of Maysan / Ministry of Higher Education and Scientific Research** | 85. Educational institution |
| **Faculty of Education** | 86. University department/center |
| **the department of Arabic language/Faculty of Education** | 87. Name of the academic or professional program |
| **Bachelor's degree in Arabic Language and Literature** | 88. Name of the final certificate |
| **Annual system** | 89. School system: Annual/courses/others |
| **Adopting the Union's standards for Arab universities** | 90. Accredited accreditation program |
| **Ministry of Education/other institutions in the country** | 91. Other external influences |
| | 92. Date the description was prepared |
| 93. Objectives of the academic program: Making the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and | |

delivering the required educational message at the best scientific and educational levels.

94.Required program outcomes and teaching, learning and evaluation methods

A- Cognitive objectives
1 -Enabling students to obtain knowledge and understanding of the intellectual framework of the Arabic lexicon and phonetics.
2- Preparing students for the teaching profession in secondary schools.
3- Preparing students for the profession of teaching topics of Arabic language and phonetics in secondary schools.

B - The program's skill objectives
1- It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.
2- Applies strategiesArabic vocabulary and phoneticsInside the school classroom.
3- Applies appropriate methods to reduce the effect of forgetting.
**4-** Applies learning theories in educational situations.

Teaching and learning methods

1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).
2- Through the method of questioning and discussion
3- Directing students to visit the library and the International Informatics Network to obtain information and facts.

Evaluation methods

40% are semester exams, and are taken into consideration and perseverance.
10% attendance and participation
50% end-of-semester exams.

C- Emotional and value-based goals
1- Introducing students to the importance of the Arabic language, phonetics, and its scientific value.
2- Revealing the features of the Arabic language and phonetics.
3- Identifying the well-known typical images of the Arabic language and phonetics.
4- Searching for the topic of Arabic dialects and phonetics in the sources of our heritage.

Teaching and learning methods

1- Assigning students to make reports regarding the ongoing lecture.
2- Questioning students through a set of thinking questions on some topics.
3- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.
4- Teaching students how to build their methods of thinking and analysis by asking questions: discuss, elaborate, clarify, etc.

Evaluation methods

1- Stimulating the element of motivation among students by rewarding the applicant with grades.
2- The correct answer is counted as an approved model answer in the daily or final exam.
3- Supporting students who have good competence in accordance with the department's requirements.

## 95. Program structure and duration (one year only), second stage

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (60) hours annually (2) hours for each section | Arabic dictionary and phonetics | 447 | The second phase |
| | | | | |
| | | | | |
| | | | | |

## 96. Planning for personal development

**1- The curriculum denies taking into account students' inclinations and trends.**
**2- The curriculum should be adapted to the students' present and future**
**3- The teacher must have an influential personality among his students**
**4- Periodic (annual) updating of approved training plans.**

97. Admission standard (establishing regulations related to admission to the college or institute)

**1-  Admission is central**
**2-  Student's desire.**
**3-  Competitive rate between departments.**

98. The most important sources of information about the program

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the specialtyPhilology.**
**1-  to talk nonsenseCryGlobal Communications (Internet).**
**2-  Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| Transferable general and qualifying skills (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Arabic dictionary and phonetics | 447 | the second |
| | | | | | | | | | | | | | | | | | | | |
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# Course description form

## a. Dr . Hassan Hamid Mohsen

## 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.

| | |
|---|---|
| University of Maysan / Ministry of Higher Education and Scientific Research | 55. Educational institution |
| Faculty of Education/ the department of Arabic language | 56. Scientific department/center |
| **447** | 57. Course name/code |
| Second stage students | 58. Available attendance forms |
| Annual | 59. Semester/year |
| (60) hours, (2) hours for each section | 60. Number of study hours (total) |
| | 61. Date this description was prepared |
| 62. Course objectives | |
| 1- Preparing students to teach dictionary material. | |
| 2- Preparing scientific researchers in the field of sound research | |
| **3-** Conducting research and reports on lexicography and audio. | |
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| 63. Course outcomes and teaching, learning and evaluation methods |
|---|
| A- Cognitive objectives<br>1- Knows the concept of Arabic prosody and phonetics.<br>2- Shows the importance of studying the Arabic language and phonetics.<br>3- The study objectives for this course determine Arabic ajam and phonetics.<br>4- Distinguishes between the goals of studying Arabic vocabulary and phonetics.<br>5- Explains the characteristics of studying this subject.<br>6- It identifies the important characteristics that must be highlighted within the study of Arabic prosody and phonetics. |
| B - The skills objectives of the course<br>1- **Writing a research paper, writing specialized research and studies in various fields**Arabic vocabulary and phonetics.<br>2- **Preserving the names and characters of authors as appropriate**Arabic vocabulary and phonetics**The nature of the lesson.**<br>3- **Learn methods of teaching a subject**Arabic vocabulary and phonetics**.** |
| Teaching and learning methods |
| 1- Modified lecture<br>2- Discussion .<br>3- Interrogation.<br>4- Brainstorming .<br>5- Motivational questions. |
| Evaluation methods |
| 1- 50% semester exams, participation and attendance are taken into consideration<br>2- 50% end-of-semester exams. |
| C- Emotional and value goals<br>1- Introducing the influence of rhetoricians and critics on developmentResearch and library methodology.<br>2- Shows active interest in studying the subjectArabic dictionaries and phonetics.<br>3- Developing positive attitudes towards the learning process. |

| | |
|---|---|
| 4- Modifying negative trends in the learning and teaching process regarding the course. | |

| Teaching and learning methods |
|---|
| 1- Brainstorming .<br>2- Discussion .<br>3- Complex questions in the specialty. |
| Evaluation methods |
| Reward and motivation to raise morale through grades calculated within the daily evaluation. |
| D - General and rehabilitative transferable skills<br>    1- Review the previous steps and their outcomes.<br>    2- Access to scientific and literary developments through books and periodicals.<br>    3- Continuous access to the international information network in the field of specialization.<br>    4- Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information. |

## 64. Course structure

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | the definitionWith a termArabic vocabulary and phonetics | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into | 2 | The first week |

| | | | | | |
|---|---|---|---|---|---|
| | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **The efforts of ancient and modern Arab scholars**Arabic vocabulary and phonetics | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **second week** |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **The beginnings of lexicographic composition** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **the third week** |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Types of dictionaries** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **fourth week** |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **The importance of the dictionary** | Students' control of this subject and its theoretical and practical understanding, and their ability to perceive and assimilate it and transform it into the ability to understand, speak, and convey this. Knowledge for others | 2 | **The fifth week** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Al Ain Lexicographic School** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **the sixth week** |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Dictionaries that followed Al Ain** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Seventh week** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation | (1) Presentation (2) Discussion and dialogue | **Al-Jamhara Lexicographic School** | Students' control of this subject and its theoretical and applied understanding, and their ability to | 2 | **The eighth week** |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Dictionary of language standards by Ibn Faris** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week nine |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Al-Jawhari Lexicographic School** | Evaluating the extent of understanding of previous literary topics | 2 | The tenth week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Al-Zamakhshari School** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week eleven |
| **Spring break** | | | | 2 | The twelfth week |

| | | | | 2 | The thirteenth week |
|---|---|---|---|---|---|
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (4) Display on the electronic display | **The concept of sound science and its topics** | **Students' control of this topic, its theoretical and practical understanding, and their ability to understand it** | 2 | **The fourteenth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Sound and letter** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The fifteenth week** |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Its pillars, function and importance** | **Evaluating the extent of theoretical understanding of previous topics** | 2 | **Sixteenth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Silent voices** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | **Seventeenth week** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and | (1) Presentation (2) Discussion and dialogue | **Consonant sounds** | **Students' control of this topic, its theoretical understanding, and their ability to** | 2 | **Eighteenth week** |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | | | comprehend it and transfer this knowledge to others | | |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Types of audio clips** | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Week nineteen |
| | | | **Application** | 2 | The twentieth week |
| | | | | 2 | Twenty-first week |
| | | | | 2 | Twenty-second week |
| | | | | 2 | Twenty-third week |
| | | | | 2 | Twenty-fourth week |
| | | | | 2 | The fifth week And the twenty |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **The phenomenon of opposites in the Arabic language**The reasons for its emergence and the position of linguists towards it | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-sixth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and | (1) Presentation (2) Discussion and dialogue (3) Examples of models | **The Arabized, intrusive, and** | Students' control of this subject, its theoretical understanding, and their ability to | 2 | Twenty-seventh week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | (4) Display on the electronic display | **generated pronunciation** | **perceive and absorb it and transfer this knowledge to others** | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Linguistic examples (4) Display on the electronic display | **The phonetic system of the Arabic language (pronunciation mechanism and articulation device)** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | Twenty-eighth week |
| (1) Oral exams (2) Conservation and research duties. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples of models (4) Display on the electronic display | **Sound outputs and their characteristics** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | The twenty-ninth week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples from literature books (4) Display on the electronic display | **Linguistic dictionary with**A detailed study of the types of Arabic dictionary | **Evaluating the extent of theoretical understanding of previous linguistic topics** | 2 | Week thirtieth |
| (1) Oral exams (2) Homework (3) Trainings and activities (4) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples from reality (4) Display on the electronic display | **The difference between the words dictionary and dictionary** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | The thirty-first week |

| | | | | | |
|---|---|---|---|---|---|
| | | **and the most famous lexicographic schools with application** | | | |

| | |
|---|---|
| 65. Infrastructure | |
| Choose modern, detailed educational books, such as recently written books on Arabic dictionaries and phonetics. | 1- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 2- Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | أ- Recommended books and references (scientific journals, reports,...) |
| The comprehensive library on the Internet, which includes everything related to the course in precise and clear detail. | ب- Electronic references, websites... |

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|---|---|
| 13- Course development plan | |
| Enriching the curriculum with practical aspects related to the teaching profession. | |

## 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.

| | |
|---|---|
| University of Maysan/College of Education | 99. Educational institution |
| Faculty of Education | 100. The sectionscientific/ Center |
| Arabic | 101. Name of the academic programOr professional |
| Bachelor's degree in Arabic | 102. Name of the final certificate |
| Annual | 103. School system: Annual/courses/other s |
| Adopting the standards of the Association of Arab Universities | 104. Accreditation programApproved |
| Middle and middle schools and other state departments | 105. Other external influences |
| | 106. Date the description was prepared |

107. Objectives of the academic program
   1- Preparing teachers to practice the educational profession
   2- Activating scientific research in the field of Arabic language and literature.
   3- Working to eliminate illiteracy.
   4- Scientific communication between universities.
   5- Stimulating the culture of using classical Arabic in various circles.

| |
| --- |

| 108. The outputs of theprogramRequired teaching, learning and evaluation methods |
| --- |
| ح- Cognitive goals<br><br>A1-Controlling the rules of the Arabic language and its issues.<br><br>A2-Motivating students to love the Arabic language<br><br>A3-Ability to write letters.<br><br>A4-Spreading the Arabic language among speakers themselves<br><br>A5-Analyzing linguistic texts and knowing their meanings.<br><br>a6- Detecting linguistic errors and treating them. |
| B -Marathi goalsForprogram<br><br>B1 -Adjusting grammatical and linguistic rules.<br><br>B2 –Attention to parsing skills and deducing meanings.<br><br>B3 -The ability to speak a proper language. |
| Teaching and learning methods |
| 1- Direct questions to students and involving them in the lecture.<br>2- Forming groups of students in which the classical language is used.<br>3- Writing reports related to course topics.<br>4- Holding discussion sessions in the classroom and exchanging them. |
| Evaluation methods |
| 1- Oral and written tests. |

| |
|---|
| 2- Student participation and interaction. |
| 3- Performing assigned activities and duties. |

| |
|---|
| C- Emotional and value goals. |
| C1-Encouraging Arabic speakers by speaking it in front of people |
| C2-Work to increase its speakers |
| C3Showing the aesthetics of the language and the meanings of its structures |
| C4- Talking about the impact of scientists in establishing this science |

| |
|---|
| Teaching and learning methods |

| |
|---|
| 1- The method of delivery is accompanied by questioning and involving them in the lecture. |
| 2- Establish virtual dialogues during the classroom and talk about them. |
| 3- Assigning the student to write reports related to the course topics. |
| 4- Opening discussion circles in the classroom |

| |
|---|
| Evaluation methods |

| |
|---|
| 1- Conducting oral and written tests. |
| 2- Student participation and interaction in the classroom. |
| 3- Performing assigned activities and duties. |

Dr-General skillsAndQualificationMovable

D1-Preparing teachers of the Arabic language and grammar.

D2-Detecting grammatical errors in compositions and correcting them.

D3-Encouraging and developing talents for educational administration.

D4-Encouraging students to contribute to the development of the Arabic language and its literature.

| Teaching and learning methods |
| --- |
| 1- The method of delivery is accompanied by interrogation by direct questions to the students.<br><br>2- Establishing virtual dialogues during the classroom<br><br>3- Assigning the student to write reports related to the course topics.<br><br>4- Opening discussion circles in the classroom |

| Evaluation methods |
| --- |
| 1- Conducting oral and written tests.<br><br>2- Student participation and interaction in the classroom.<br><br>3- Performing assigned activities and duties. |

109. Program structure

| Credit hours | | Name of the course or course | Course or course code | Educational level |
| --- | --- | --- | --- | --- |
| practical | theoretical | | | |
| | 3 | Arabic grammar | 261 | The second phase |

| |
|---|
| 110. Planning for personal development |
| 1- Writing scientific research<br><br>2- Participation in writing methodological books.<br><br>3- Participation in scientific conferences<br><br>4- Participation in development courses |
| 111. Acceptance criterion(situationRegulations related to college admission orinstitute) |
| 1- Graduates of preparatory schools in its scientific and literary branches<br><br>2- Graduates of teacher training institutes are among the top 10%<br><br>3- The overall average (competitive score), and others. |
| 112. The most important sources of information about the program |
| 1- The College's Continuing Education Center.<br><br>2- Quality assurance in the university presidency.<br><br>3- The scientific department in the college.<br><br>4- The website. |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General skillsAnd qualifyingMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | ObjectivesSkills YehForprogram | | | | ObjectivesIDYH | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | Basic | Grammar | 261 | the second |
| | | | | | | | | | | | | | | | | | | | |
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# Course description form

# M . Raghad Ismail Arebi

## 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 opportunities.LearningAvailable. It must be linked to the program description.**;**

| | |
|---|---|
| **University of Maysan / College of Education** | 66.   Educational institution |
| **Arabic** | 67.   The sectionscientific/ Center |
| **Arabic grammar / 261** | 68.   Course name/code |
| **My presence** | 69.   Available attendance forms |
| **Annual** | 70.   Semester/year |
| **90 hours, three (3) hours per section** | 71.   Number of study hours(total) |
| | 72.   Date this description was prepared |

Course objectives

1- YObjective of this courseKnowledge of the basic concepts in the course and the ability to link them and apply them practically
2- Definition of studentThe grammatical rules that control the structures of the Arabic language.
3- Develop destinyThe studenton Scientific research on various topicsGrammar.
4- Identifying the nature of the grammar of the Arabic language in Iraq.

5- Identifying language systems in a way that makes it easier for the student to distinguish between the many rules.
6- Study examples and evidence that contribute to setting rules
7- Providing the student with skills that will help him speak classical Arabic and prevent him from making mistakes.

26.The outputs of theEstablishedTeaching, learning and evaluation methods

A- NoCognitive goals

A1- That the student gets to knowAlready suspicious character rules

a2-Knowing the evidence of already suspicious characters.

a3-Controlling grammatical rules and applying them practically in speaking and writing.

a4-How to construct grammatical judgments based on them.

B -ObjectivesSkillsYehForEstablished.

B 1 -Analyzing linguistic texts and developing the ability to think linguistically.

B2 –Detecting grammatical provisions and investigating the extent of their correspondence with linguistic reality.

B3 –Apply the rules and explain them to his fellow students.

B4-The student will be able to spot errors in statements.

Teaching and learning methods

| |
|---|
| 5- The method of presentation is accompanied by interrogation by direct questions to the students. |
| 6- Holding virtual dialogues during the classical classroom. |
| 7- Assigning the student to write reports related to the course topics. |
| 8- Opening discussion circles in the classroom and raising general controversial grammatical issues. |

| Evaluation methods |
|---|
| 4- Conducting oral and written exams. |
| 5- Student participation and interaction in the classroom. |
| 6- Performing assigned activities and duties. |

| C-Emotional and value goals |
|---|
| C1-The ability to speak in front of an audience of people. |
| C2-Learn teamwork and cooperation in completing tasks. |
| C3-The ability to express linguistic opinions. |
| C4-Completing assigned tasks and work independently. |

| Teaching and learning methods |
|---|
| 1- Accompanied delivery methodBy interrogationBy asking direct questions. |
| 2- Forming groups of students in which the classical language is used. |
| 3- Assigning the student to write reports related to the course topics. |
| 7- Opening discussion groups in the classroom. |

| Evaluation methods |
|---|
| 1- Conducting oral and written exams. |

2- Student participation and interaction inAll fields.

3- Performing assigned activities and duties.

D - General skills fQualificationMovable

D1-The ability of the graduate to be a language teacher in all fields.

D2-To be a teacher specialized in teaching grammar.

D3-To be active in defending the Arabic language.

D4-Ability to be a researcher in language and grammar.

| 27.Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| | | And its sisters have their meanings, work, and circumstances of their news | A1 + B3 | 3 | 1 |
| | | The tightness of the kasra of the hamza inna and its opening between the obligation and the permissibility | | 3 | 2 |
| | | Rulings on the entry of the lam beginning with the predicate that is singular and in a sentence | | 3 | 3 |
| | | Introduction and introduction between the news of Inna, her sisters, and her name | | 3 | 4 |
| | | The entry of (ma) on Inna and its sisters is a mitigation of Inna and its provisions after the mitigation | | 3 | 5 |
| | | (No) that negates gender in Arabic, its function, characteristics, and nouns | | 3 | 6 |
| | | Repetition of (no) between action and cancellation and the adjective of her name and the conjunction of it | | 3 | 7 |
| | | Deleting the predicate (no) that denies sex, and inserting a question mark into it | | 3 | 8 |
| | | Think and its sisters, their words, | | 3 | 9 |

| | | | | |
|---|---|---|---|---|
| | | types and meanings | | |
| | | Commenting and canceling the section on suspicion and its sisters, and deleting the two directives, or one of them | 3 | 10 |
| | | The use of words in the sense of suspicion and accusative verbs has three objects | 3 | 11 |
| | | The similarity between the objects of knowledge and the second and third objects of I know and I see | 3 | 12 |
| | | The subject: its definition, ruling, duality, and pluralization | 3 | 13 |
| | | Deleting the verb, feminizing it, and separating it from the subject | 3 | 14 |
| | | Provisions of introduction and delay between the subject and the object: the object connected to the subject pronoun and the subject connected to the object pronoun | 3 | 15 |
| | | The representative of the subject, its definition and rulings, and changing the form of the verb | 3 | 16 |
| | | What takes the place of the subject (infinitive, adverb, genitive and genitive) | 3 | 17 |
| | | If the object exists, no one else will represent the subject, and the first object will represent the subject | 3 | 18 |

| | | | | |
|---|---|---|---|---|
| | | Transgression of the act, its necessity, and the controls and provisions of transgression | | 3 | 19 |
| | | The absolute effect, its definition, operation and types | | 3 | 20 |
| | | The representative of the absolute effect and the provisions for deleting its factor | | 3 | 21 |
| | | The effect has its definition, types and provisions | | 3 | 22 |
| | | The object has its definition, operation, and provisions | | 3 | 23 |
| | | The object has its definition and an explanation of the agent and its action | | 3 | 24 |
| | | The exception, its definition, and the ruling on the exception occurring after the exception | | 3 | 25 |
| | | The ruling on the excluded if it precedes the excluded and the excluded exception | | 3 | 26 |
| | | Ruling on the excluded with (except), (other), or (except), (not), (not), (without), (except), and (forbidden) | | 3 | 27 |
| | | The adverb, its definition and types, the indefinite adverb and its owner, knowledge and justifications for that | | 3 | 28 |
| | | Introduction and delay between the adverb, its owner and its | | 3 | 29 |

| | | | | |
|---|---|---|---|---|
| | | agent, its plurality and deletion | | | |
| | | Discrimination: its definition, types and provisions | | 3 | 30 |

| | |
|---|---|
| **28.Infrastructure** | |
| – Explanation of Ibn Aqeel on Alfiyyah Ibn Malik by Ibn Aqeel (d. 769 AH)<br>– Explanation of Shadhur Al-Dhahab by Ibn Hisham Al-Ansari (d. 761 AH)<br>– Explanation of Qatr al-Nada by Ibn Hisham al-Ansari (d. 761 AH)<br>– Al-Nahw Al-Wafi by Abbas Hassan (d. 1978 AD) | 1- Required prescribed books |
| – Explanation of the Millennium by Al-Muradi (d. 749 AH),<br>– Al-Maqasid Al-Shifa fi Sharh Al-Khulasma Al-Malfi'i by Al-Shatibi (d. 790 AH)<br>– Meanings of grammar by Fadel Al-Samarrai | 2- Main references (sources) |
| – Collection of decisions of scientific academies.<br>– A group of peer-reviewed scientific linguistic journals. | Recommended books and references(Scientific journals, reports) |
| Iraqi academic scientific journals | B - Electronic references |

| |
|---|
| **29.Course development plan** |
| 1- Updating the course level periodically to reflect new international linguistic rules and systems for the language.<br>2- Taking advantage of information technology and the Internet.<br>3- Giving research activity more importance.<br>4- Allocate practical hours to link theoretical principles with the practical aspect.<br>5- Developing a modern learning strategy and modern teaching methods.<br>6- Developing practical programs and activities through which the student uses the classical language. |

# Description of the academic program

**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.

| | |
|---|---|
| universityMaysan | 113. Educational institution |
| Faculty of Education | 114. Scientific department/center |
| the department of Arabic language | 115. Name of the academic or professional program |
| Bachelor's degree in Arabic Language and Literature | 116. Name of the final certificate |
| Annual system | 117. Academic system: Annual/courses/others |
| Adopting the standards of the Association of Arab Universities | 118. Accredited accreditation program |
| Ministry of Education/other institutions | 119. Other external influences |
| | 120. Date the description was prepared |
| 121. Objectives of the academic program | |

| Making the product resulting from the Arabic Language Department an effective element in community service |
| --- |

| 122.Required program outcomes and teaching, learning and evaluation methods |
| --- |
| ح- Cognitive goals<br><br>1-Enabling students to obtain knowledge and understandingIn Arabic rhetoric<br><br>2-supplyStudentsOn topics of semantics.<br><br>3- Preparing students in special preparation to understand and appreciate rhetoric |
| B - The program's skill objectives<br><br>1 - Determines the mechanism for transferring theoretical knowledge as well as application within the classroom<br><br>2- Apply Arabic rhetoric strategies in the classroom<br><br>3 - Applies appropriate methods to accept the effect of forgetting, as well as learning theories |
| Teaching and learning methods |
| 10-        Using the presentation and lecture method.<br>11-        Method of questioning and discussion<br>12-        Directing students to visit the library and the international networkaFor information |
| Evaluation methods |
| 50% semester examsWith attendance and participation<br><br>50% end-of-semester tests. |
| C- Emotional and value goals.<br><br>1- Analyzing rhetorical terms and finding applied examples |

| | | |
|---|---|---|
| 2- Comparing one term to another | | |
| 3- Evaluation of some rhetorical works | | |

**Teaching and learning methods**

13-      Assigning students to make reports on rhetorical topics
14-      Questioning students to reveal their understanding of the lectures
15-      Forming discussion circles to discuss rhetorical terms
16-      Teaching students how to build methods of thinking and analysis

**Evaluation methods**

10-      Raising elements of motivation among students through grades
11-      Calculating the correct answer as a model in the daily or final exam
12-      Supporting outstanding students

---

**D - General and rehabilitative transferable skills**

   D1-

   D2-

   D3-

  D4-

**123. The program structure is one year in the first phase**

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | 60One hour annually, 2 hours for each | Rhetoric(Semantics) | | The first |

| | section | | | |
|---|---|---|---|---|
| | | | | |

**124.** **Planning for personal development**

 13-   The curriculum is not enough to care for students and achieve what they aspire to.
 14-   The curriculum should adapt to the present and future of students
 15-   The teacher must have an influential personality in order to leave an impact on the students
 16-   The curriculum must be updated every five years

**125.Admission standard (establishing regulations related to admission to the college or institute)**

 10-   Central admission
 11-   Student's desire
 12-   Competitive rate between departments

**126.The most important sources of information about the program**

 10-   Sources, references, letters, and theses related to Arabic rhetoric
 11-   Information Network
 12-   Teaching experience

| Curriculum skills chart | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | |
| General and qualifying transferable skills (other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Rhetoric( Semantic | | the second |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | s) |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----|--|--|

# Course description form

## M. Zahraa Shihab Ahmed

**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.

| universityMaysanMinistry of Higher Education and Scientific Research | 73. Educational institution |
|---|---|
| College of Education/Department of Arabic Language | 74.Scientific department/center |
|  | 75.Course name/code |
| Stage studentsthe second | 76.Available attendance forms |
| Annual | 77.Semester/year |
| 60One hour, 2 hours for each section | 78.Number of study hours (total) |
|  | 79.Date this description was prepared |
| 80.Course objectives | |
| 7- Preparing students to teach Arabic rhetoric | |
| 8- Preparing scientific researchers to research Arabic rhetoric | |
| | |

| 30. Course outcomes and teaching, learning and evaluation methods |
|---|
| **A- Cognitive objectives**<br><br>1- Knows a conceptSemantics<br><br>2- Shows the importanceSemantics<br><br>3- Determines the study objectives for a courseSemantics<br><br>4- Distinguish between the goals of studying Arabic rhetoric<br><br>5- Explains the characteristicsSemantics |
| **B - The skills objectives of the course.**<br><br>1 - Writes research papers and studies specialized inSemantics<br><br>2- He memorizes the names of rhetoricians, the years of their deaths, and the names of their works<br><br>3- Learn teaching methodsSemantics |
| **Teaching and learning methods** |
| 16-      **Modified lecture**<br>17-      **Discussion**<br>18-      **Interrogation**<br>19-      **Brainstorming**<br>20-      **Motivational questions** |
| **Evaluation methods** |
| 50% semester examsWith attendance and participation<br><br>60% final examsthe year. |

| |
|---|
| **C- Emotional and value goals** <br><br> 7- Introducing the influence of rhetoric and rhetoricians on the history of Arabic literature <br> 8- Active interest in studying Arabic rhetoric <br> 3- Modifying negative trends in the learning and teaching process <br><br><br> |
| **Teaching and learning methods** |
| 13- Brainstorming <br> 14- Discussion <br> 15- Complex questions in rhetoric |
| **Evaluation methods** |
| **Reward and motivation** |
| **D - General and qualifying skills that are transferred0** <br><br> 1- Reviews of the previous steps and their outcomes0 <br><br> 2- Access to scientific and rhetorical developments through books and periodicals0 <br><br> 3- Exploring the information network in the field of Arabic rhetoric0 <br><br> 16- Conducting discussions and seminars with those with specific specializations to raise the development of knowledge0 |

## 31. Course structure

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| Oral tests as well as assignments | Presentation and discussion | Genesis( Semantics ) | Tuning students and providing an expanded idea of Arabic rhetoric | 2 | The first week |
| Himself | Himself | Semantics Definition and types | Himself | 2 | second week |
| Himself | Himself | The matter | Himself | 2 | the third week |
| Himself | Himself | Practical lectures | Himself | 2 | fourth week |
| Himself | Himself | Prohibition | Himself | 2 | The fifth week |
| Himself | Himself | Practical lectures | Himself | 2 | the sixth week |
| Himself | Himself | Interrogative | Himself | 2 | Seventh week |
| Himself | Himself | Practical lectures | Himself | 2 | The eighth week |
| Himself | Himself | Wishing | Himself | 2 | Week nine |
| Himself | Himself | Practical | Himself | 2 | The |

| | | | | | |
|---|---|---|---|---|---|
| | | lectures | | | tenth week |
| Himself | Himself | The call | Himself | 2 | Week eleven |
| Himself | Himself | Practical lectures | Himself | 2 | The twelfth week |
| Himself | Himself | Wishing | Himself | 2 | The thirteenth week |
| Himself | Himself | Practical lectures | Himself | 2 | The fourteenth week |
| Himself | Himself | The call | Himself | 2 | The fifteenth week |
| Himself | Himself | Practical lectures | Himself | 2 | Sixteenth week |
| Himself | Himself | Submission | Himself | 2 | Seventeenth week |
| Himself | Himself | Practical lectures | Himself | 2 | Eighteenth week |
| Himself | Himself | Delay | Himself | 2 | Week nineteen |
| Himself | Himself | Practical lectures | Himself | 2 | The twentieth week |

| Himself | Himself | the chapter | Himself | 2 | Twenty-first week |
|---|---|---|---|---|---|
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-second week |
| Himself | Himself | Al-Wasl | Himself | 2 | Twenty-third week |
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-fourth week |
| Himself | Himself | the palace | Himself | 2 | The twenty-fifth week |
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-sixth week |
| Himself | Himself | Brevity | Himself | 2 | Twenty-seventh week |
| Himself | Himself | Practical lectures | Himself | 2 | Twenty-eighth week |
| Himself | Himself | Redundancy | Himself | 2 | The twenty-ninth week |

| | | | | | |
|---|---|---|---|---|---|
| Himself | Himself | Practical lectures | Himself | 2 | Week thirtieth |
| Himself | Himself | equality | Himself | 2 | Week thirty-one |
| Himself | Himself | Practical lectures | Himself | 2 | The thirty-second week |

| 32.Infrastructure | |
|---|---|
| Book of Rhetoric and Application Dr. Ahmed Matloub and Dr. The insightful one | 1- Required prescribed books |
| Clarification in the Sciences of Rhetoric by Al-Qazwini | 2- Main references (sources) |
| Theses and treatises on Arabic rhetoric | Recommended books and references (scientific journals, reports,...) |
| With different Arabic rhetoric | B - Electronic references, Internet sites... |

| 33.Course development plan |
|---|
| Enriching the course with practical aspects related to the teacher's profession |

Course description form

**Course description**

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

| | |
|---|---|
| University of Maysan / College of Education | 1. Educational institution |
| Arabic section/stagethe second | 2. Scientific department/stage |
| Calculators | 3. Course name/code |
| Attendance hours are according to the schedule announced in the department | 4. Available attendance forms |
| annual | 5. School system |
| 60hour '2Hours per week *30week | 6. Number of study hours (total) |
| 3/4/2024 | 7. Date this description was prepared |

**8. Course objectives**

1-Students distinguish between the Windows system7 and Windows 8 system

2- To qualify and train students on the programRosesTo write researchAnd scientific papersIn the future.

3- Students can arrangeSlicesPowerPoint and presenting their research or reports in it in the future.

4-Learn to create electronic spreadsheets through a programAlexito.

| |
|---|
| 5-Enables students to distinguish between types of networks and how to use the Internet in the future. |

## 9. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives
1) Defining the concept of electronic computer and its classifications
2) The student's knowledge of the Windows Seven operating system and the Windows operating system8
3)Student knowledge and application of Word
4) The student's knowledge and application of the PowerPoint program.
5) The student's knowledge and application of the Excel program.
6)Introducing the student to networks, their types and benefits.

B - The skills objectives of the course
1)Teaching students how to use a computer.
2) Providing students with how to use the Windows Seven operating system and the Windows operating system10.
3)Teach students how to useMicrosoft Office 2019 programs.
4) Students acquire the skill of activating and using email.

**Teaching and learning methods**

In-person lectures.
Discussion style.
Lecturesthe video HelpWithin the teaching YouTube channel.

**Evaluation methods**

❖ daily tests (Quiz) and monthly attendance
❖ Assigning the student to academic tasks for which he will be rewarded
❖ Assigning the student to make reports on computer application topics

General goals:
1) The student should show interest in the explanation the teacher provides of the subject.
2) The student must have sufficient conviction about the importance of the material he is receiving.
3)That the student will be able to use and organize the data he received after explaining the material in the future

4) The student should be able to discuss and suggest some other possible solutions to the problem.

## Teaching and learning methods

1Education using modern educational methods.
2Teaching using competitions, which stimulate the spirit of enthusiasm among students.
3.Learning by making the student a teacher to enhance his self-confidence.
4.Learning through brainstorming among students.

## Evaluation methods

1The method of discussion and dialogue between the student and the teacher.
2. Observation style.
3Attendance exams.

Targeted skills:
) Using the acquired information in the field of life
2) Personal development through linking traditional education and e-learning.
3) Building the personality of a competent mathematics teacher who can transfer his experiences to students in the future.
4) Preparing the student scientifically and educationally according to solid scientific foundations.

## 11. **Course vocabulary**

| Evaluation method | Teaching method | Unit name/or the topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| Quarterly and daily exams Urbanism | LecturerAnd discussion | What is a computer and what is its importance? Computer's components Computer generations | The student is able to understand the given material | 6 hours | 1-3 weeks |
| Quarterly and daily exams Urbanism | LecturerAnd discussion | Output units Input Units for computer | The student is able to understand the given material | 4hour | 4-5aA week |
| Quarterly and daily exams Urbanism | LecturerAnd discussion | Operation system software Windows 10 | The student is able to understand the given material | 4hour | 6-7aA week |
| Quarterly and daily exams Urbanism | LecturerAnd discussion | Numerical System Converting from systems to decimal | The student is able to understand the given material | 6hour | 8-10aA week |
| Quarterly and daily exams Urbanism | LecturerAnd discussion | Converting the binary system to the octal system Convert from binary to Hexadecimal system | The student is able to understand the given material | 10hour | 11-15aA week |
| Quarterly and daily exams Urbanism | LecturerAnd discussion | Computer Network | The student is able to understand the given material | 10hour | 16-20aA week |

| | | | | | |
|---|---|---|---|---|---|
| Quarterly and daily exams Urbanism | LecturerAnd discussion | Internet Benefits of the Internet and services | The student is able to understand the given material | 10hour | 21-25 weeks |
| Quarterly and daily exams Urbanism | LecturerAnd discussion | Information Security Password Email | The student is able to understand the given material | 10 hours | 26-30 weeks |

| | **Helping sources** |
|---|---|
| nothing | 1- Required prescribed books |
| Other sources:<br>1-Lessons in computer principles written by Dr. Ahmed Abdel Salam Al-Barawy2310.<br>2-Learn Microsoft Word, PowerPoint, and Excel2313 Issues by Dr. Khaled Farhoud 2314. | 2- Main references (sources) |
| Microsoft Word book2313 by Sherine Al-Masry The book Microsoft Excel 2313 by Sherine Al-Masry | a)Books and references |
| https://books-library.net/free-167753289-download | B)Electronic references |

| |
|---|
| 12. Course development plan<br><br>Developing the academic vocabulary for the current curriculum by deleting some paragraphs and adding others |
| We suggest adding the following topics: |
| Brief overviewWindows11<br>Add engineGoogle and its most prominent applications in Chapter Five (Learning the Internet). |

## RIn 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. | |

| | |
|---|---|
| University of Misan/Ministry of Higher Education and Scientific Research | 127. Educational institution |
| Faculty of Education | 128. University department/center |
| the department of Arabic language/Faculty of Education | 129. Name of the academic programOr professional |
| Bachelor's degree in Arabic Language and Literature | 130. Name of the final certificate |
| Annual system | 131. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 132. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 133. Other external influences |
| | 134. Date the description was prepared |
| 135. Objectives of the academic program:<br><br>Make the product resulting from the Arabic Language Department in the College of Education an effective element in serving the community and | |

| |
|---|
| delivering the required educational message. |
| |
| |
| |

| |
|---|
| 136. Outputsthe programRequired teaching, learning and evaluation methods |
| A- Cognitive objectives<br><br>1 -Enabling students to obtain knowledge and understanding of the intellectual frameworkFor the subject of Andalusian literature.<br><br>2- Preparation of students Profession: Teaching in secondary schools.<br><br>3- Preparing students for the profession of teaching a subjectAndalusian literatureIn secondary schools |
| B -Marathi goalsForprogram<br><br>5-  It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.<br>6-  Applying Andalusian literature strategies in the school classroom.<br>7-  Applies appropriate methods to reduce the effect of forgetting.<br>**8-**  Applies learning theories in educational situations. |
| Teaching and learning methods |
| 1-Using the presentation and lecture methodProviding students with the basics and topics related to the knowledge described in (a).<br><br>2-It is done through the method of questioning and discussionClarification of study materials. |

3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts.

Evaluation methods

50% semester exams, and daily attendance and participation are taken into consideration

50% end-of-semester exams.

C- Emotional and value-based goals

5- Analyzing some prominent poems to determine their literature.
6- Compares the chapters and eras of Andalusian literature.
7- Some famous Andalusian poets and writers reside there.
8- It explains the reasons for the popularity and prominence of some poets and writers over others within the time period studied.

Teaching and learning methods

5- Assigning students to make reports regarding the ongoing lecture..
6- Questioning students through a set of thinking questions on some topics.
7- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.
8- Teaching students how to build their ways of thinking and analysis.

Evaluation methods

4- Stimulating the element of motivation among students by rewarding the applicant with grades.
5- The correct answer is counted as an approved model answer in the daily or final exam.
6- Supporting students who have good competence in accordance with the department's requirements.

D - General and rehabilitative transferable skills

1- Review the previous steps and their outcomes.

2- Access to scientific and literary developments through books and periodicals.

3- Continuous access to the international information network in the field of specialization.

4-Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information.

| Teaching and learning methods |
| --- |

1- Brainstorming .

2- Discussion .

3- Complex questions in the specialty.

| Evaluation methods |
| --- |

Reward and motivation to raise morale through grades calculated within the daily evaluation.

| 137. Program structureIts duration is (one year only) the third stage | | | | |
| --- | --- | --- | --- | --- |
| Credit hours | | Name of the course or course | Course or course code | Educational level |
| practical | theoretical | | | |
| nothing | (60) hours annually | Andalusian literature | | third level |

| | (2) hours for each section | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

138. Planning for personal development

5- **The curriculum denies taking into account students' inclinations.**
6- **The curriculum should be adapted to the students' present and future.**
7- **The teacher must have an influential personality among his students**
8- **Periodic (annual) updating of approved training plans.**

139. Acceptance criterion(situationRegulations related to college admission orinstitute)

4- **Admission is central**
5- **Student's desire.**
6- **Competitive rate between departments.**

140. The most important sources of information about the program

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the Andalusian literature major.**

3- **International information network .**
4- **Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Andalusian literature | | Third |

# Course description form

## M.D. Karima Abdel Gomaa

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| University of Misan /Ministry of Higher Education and Scientific Research | 81. Educational institution |
| Faculty of Education/ the department of Arabic language | 82. SectionScientific/ Center |
| Andalusian literature | 83. Course name/code |
| Third stage students | 84. Available attendance forms |
| Annual | 85. Semester/year |
| (64) hours, (2) hours for each section | 86. Number of study hours(total) |
| | 87. Date this description was prepared |

88. Course objectives

4- Preparing students to teach a subjectAndalusian literature.

5- Preparing scientific researchers in the field of researchIn the subject of Andalusian literature.

**6-** Conduct researchAnd reports on Andalusian literature.

| |
|---|
| |
| |
| |
| |
| |
| |
| |

| |
|---|
| 89. OutputsThe decisionTeaching, learning and evaluation methods |
| a-Cognitive objectives<br><br>7- Knows the concept of Andalusian literature.<br>8- Shows the importance of studying Andalusian literature.<br>9- Determines the study objectives for this course (Andalusian Literature).<br>10- Distinguish between the objectives of studying Andalusian literature.<br>11- Explains the characteristics of studying this subject.<br>12- It identifies the important characteristics that must be highlighted within the study of Andalusian literature. |
| B -Course-specific skills objectives<br><br>4- **He writes a research paper, and writes specialized research and studies in various fields of literature, especially Andalusian literature.**<br>5- **Memorizing the names, personalities, and poems of prominent writers and poets.**<br>6- **Learn methods of teaching Andalusian literature.** |
| Teaching and learning methods |
| 6- Modified lecture<br>7- Discussion .<br>8- Interrogation. |

| 9- Brainstorming . |
| 10-     Motivational questions. |

| Evaluation methods |

| 3- 50% semester exams, and daily attendance and participation are taken into consideration<br>4- 50% end-of-semester exams. |

| C-Emotional and value goals |

| 5- Introducing the impact of science, scholars, writers, and poets on the development of Andalusian literature.<br>6- He shows an active interest in studying Andalusian literature.<br>7- Developing positive attitudes towards the learning process.<br>8- Modifying negative trends in the learning and teaching process regarding the course. |

| Teaching and learning methods |

| 4- Brainstorming .<br>5- Discussion .<br>6- Complex questions in the specialty. |

| Evaluation methods |

| Reward and motivation to raise morale through grades calculated within the daily evaluation. |

| D - General skills fQualificationMovable |

| 5- Review the previous steps and their outcomes.<br>6- Access to scientific and literary developments through books and periodicals.<br>7- Continuous access to the international information network in the field of specialization.<br>8- Conducting debates and discussions with specialists |

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | **hours** | the week |
|---|---|---|---|---|---|
| 90. Course structure | | | | | |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the lecture** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **Conquest and the history of Islam in Andalusia** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The first week** |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the lecture** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **Sources for studying literature in Andalusia** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | second week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Book (Morocco in Moroccan Jewelry)** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Book (The scent of perfume from the moist branch of Andalusia)** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | fourth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Poet Abdul Rahman Al Dakhel** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer** | 2 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | this knowledge to others. | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **The poet Ibn Abd Rabbo Al-Andalusi** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **The Unique Contract Book** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Seventh week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue | **The poet Yahya bin Al-Hakam Al-Ghazal** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into | 2 | The eighth week |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **Literature in the Umayyad era** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week nine |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **The era of the emirate** | **Evaluating the extent of understanding of previous literary topics** | 2 | The tenth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **The era of the caliphate** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and | 2 | Week eleven |

| | | | | | |
|---|---|---|---|---|---|
| | | | speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | **Literature in the era of sects and Almoravids** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | The twelfth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Topics of poetry in the era of sects and Almoravids** | **Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others** | 2 | The thirteenth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(4) Display on the electronic display | **Ghazal / praise** | **Students' control of this topic, its theoretical and practical understanding, and their ability to understand it** | 2 | **The fourteenth week** |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | | | | | |
| (1) Oral exams<br><br>(2) DutiesResearch<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Pathos/asceticism and mysticism | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifteenth week |
| **Half year holiday** | | | | | |
| (1) Oral exams<br><br>(2)A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Displayed on the electronic display | **Duality in the themes of Andalusian poetry** | **Evaluating the extent of theoretical understanding of previous topics** | 2 | Sixteenth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **The most famous poets** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to** | 2 | Seventeenth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | others | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **The poet Abu Ishaq Al-Albiri** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 2 | **Eighteenth week** |
| (1) Oral exams<br><br>(2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **The poet Ibn Shahid** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 2 | **Week nineteen** |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **The poet Ibn Darraj al-Qastali** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The twentieth week** |
| (1) Oral exams<br><br>(2) Conservation | (1) Presentation<br><br>(2) Discussion | **The poet Ibn** | **Students' control of this topic, its theoretical understanding, and** | 2 | **Twenty-first week** |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue | **Zaydoun** | **their ability to comprehend it and transfer this knowledge to others** | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(4) Students' attendance and participation during the lecture | **(1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display** | **Prose and its topics in the era of sects and Almoravids** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 2 | Twenty-second week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | **(1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display** | **Characteristics and artistic styles of prose** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | Twenty-third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | **(1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display** | **The most famous books in the era of sectsAnd the Almoravids** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | Twenty-fourth week |
| (1) Oral exams<br><br>(2) Research | **(1) Presentation** | | **Students' control of this subject, its** | 2 | The twenty- |

| | | | | | |
|---|---|---|---|---|---|
| duties <br><br>(3) Students' attendance and participation during the lecture | (2) Discussion and dialogue <br>(3) Presentation on the electronic display | **Message of Minions and Whirlwinds by Ibn Shahid** | theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | | **fifth week** |
| (1) Oral exams <br><br>(2) Research duties <br><br>(3) Students' attendance and participation during the lecture | (1) Presentation <br><br>(2) Discussion and dialogue <br>(3) Presentation on the electronic display | **Prose in the Umayyad era and the Caliphate** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | **Twenty-sixth week** |
| (1) Oral exams <br><br>(2) Conservation duties <br><br>(3) Students' attendance and participation during the lecture | (1) Presentation <br><br>(2) Discussion and dialogue <br><br>(3) Examples of literary models <br><br>(4) Display on the electronic display | **Artistic prose and authorial prose** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | **Twenty-seventh week** |
| (1) Oral exams <br><br>(2) Conservation duties <br><br>(3) Students' attendance and participation during the | (1) Presentation <br><br>(2) Discussion and dialogue <br><br>(3) Literary examples <br><br>(4) Display on the electronic | **Renewal in Andalusian poetry** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | **Twenty-eighth week** |

| lecture | display | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation and research duties.<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | **Muwashahat** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | **The twenty-ninth week** |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature books<br><br>(4) Display on the electronic display | **Nature poetry/Elegy poetry** | **Evaluating the extent of theoretical understanding of previous literary topics** | 2 | **Week thirtieth** |
| (1) Oral exams<br><br>(2) Homework<br><br>(3) Trainings and activities<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from students' real life<br><br>(4) Display on the electronic display | **Poetry of nostalgia and alienation** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | **The thirty-first week** |
| | (1) Presentation | **The impact of** | **Students' control of this subject, its** | | |

| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (2) Discussion and dialogue (3) Examples from literature (4) Display on the electronic display | Andalusian literature on other European literatures | theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The thirty-second week |
|---|---|---|---|---|---|

| 91.  Infrastructure | |
|---|---|
| Choose modern, detailed educational books. | 3-  Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 4-  Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ت- Recommended books and references (scientific journals, reports,...) |
| The Andalusian Library is available on the Internet, which includes everything related to the course in a detailed, accurate and clear manner. | ث- Electronic references, websites... |

| 14-      Course development plan |
|---|

# Description of the academic program

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

| | |
|---|---|
| University of Misan/Ministry of Higher Education and Scientific Research | 141. Educational institution |
| Faculty of Education | 142. University department/center |
| the department of Arabic language/Faculty of Education | 143. Name of the academic programOr professional |
| Bachelor's degree in Arabic Language and Literature | 144. Name of the final certificate |
| Annual system | 145. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 146. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 147. Other external influences |
| | 148. Date the description was prepared |
| 149. Objectives of the academic program:<br><br>Making the product resulting from the Arabic Language Department in the College of Education an effective element in serving the community and | |

| |
|---|
| communicating the educational message |
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| |

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|---|
| 150. Outputsthe programRequired teaching, learning and evaluation methods |
| A- Cognitive objectives<br><br>  1 -Enabling students to obtain knowledge and understanding of the intellectual frameworkFor the subject of Abbasid poetry.<br><br>  2- Preparing students for the teaching profession in secondary schools.<br><br>  3- Preparing students for the teaching professionAbbasid poetryIn secondary schools |
| B -Marathi goalsForprogram<br><br>9-  Determines the mechanism for transferring theoretical knowledge to the applied side.<br>10-       Applying Abbasid poetry strategies in the school classroom.<br>11-       Applies appropriate methods to reduce the effect of forgetting.<br>**12-**       Applies learning theories in educational situations. |

| Teaching and learning methods |
|---|
| 1-Using the presentation and lecture methodProviding students with the basics and topics related to the knowledge described in (a).<br><br>2-It is done through the method of questioning and discussionClarification of study materials.<br><br>3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts. |
| Evaluation methods |
| 50% semester exams, and daily attendance and participation are taken into consideration.<br><br>50% end-of-semester exams. |
| C- Emotional and value-based goals<br><br>9- Analyzing some prominent poems to determine their literature.<br>10- He compares the chapters and eras of Abbasid poetry and the extent of their development.<br>11- Some famous Abbasid poets and prose writers reside there.<br>12- It explains the reasons for the fame and prominence of some poets and prose writers over others within the time period studied. |
| Teaching and learning methods |
| 9- Assigning students to make reports regarding the ongoing lecture.<br>10- Questioning students through a set of thinking questions on some topics.<br>11- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.<br>12- Teaching students how to build their ways of thinking and analysis. |
| Evaluation methods |
| 7- Stimulating the element of motivation among students by rewarding the |

applicant with grades.

8- The correct answer is counted as an approved model answer in the daily or final exam.

9- Supporting students who have good competence in accordance with the department's requirements.

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151. Program structureIts duration is (one year only) the third stage

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | ( 60 hours annually (2) hours for each section | Abbasid poetry | | third level |
| | | | | |
| | | | | |
| | | | | |

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152. Planning for personal development

**9- The curriculum denies taking into account students' inclinations, trends, needs and problems.**

**10-     The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development.**

**11-     The teacher must have an influential personality among his students**

**12-     Periodic (annual) updating of approved training plans.**

| 153. Acceptance criterion(situationRegulations related to college admission orinstitute) |
|---|
| 7- **Admission is central**<br>8- **Student's desire.**<br>9- **Competitive rate between departments.** |

| 154. The most important sources of information about the program |
|---|
| **1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the specialty of Abbasid poetry.**<br><br>5- **International information network .**<br>6- **Personal experience of the person teaching the course.** |

## Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

| Learning outcomes required from the programme | | | | | | | | | | | | | | | | Basic Or optional | Course Name | Course Code | Year/level |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | | | | |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Abbasid poetry | | Third |

# Course description form

## Mr. Dr. Imad Jaghim Awaid

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| 92. Educational institution | University of Misan /Ministry of Higher Education and Scientific Research |
| 93. SectionScientific/ Center | Faculty of Education/ the department of Arabic language |
| 94. Course name/code | L362 |
| 95. Available attendance forms | Third stage students |
| 96. Semester/year | Annual |
| 97. Number of study hours(total) | (60) hours, (2) hours for each section |
| 98. Date this description was prepared | |

99. Course objectives

7- Preparing students to teach a subjectAbbasid poetry.

8- Preparing scientific researchers in the field of researchIn the subject of Abbasid poetry.

**9-** Conduct researchAnd reports on Abbasid poetry.

| | | | |
|---|---|---|---|
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| | | | |
| | | | |

| 100. | OutputsThe decisionTeaching, learning and evaluation methods |
|---|---|

a-Cognitive objectives

13- Introducing the student to Abbasid literature in prose
14- The concept of Abbasid poetry and the student is known as artistic prose
15- Shows the importance of studying Abbasid poetry.
16- Determines the study objectives for this course
17- Distinguish between the objectives of studying Abbasid poetry.
18- Explains the characteristics of studying this subject.
19- It identifies the important characteristics that must be highlighted within the study of Abbasid poetry.

B -Course-specific skills objectives

7- **He writes a research paper, and writes specialized research and studies in various fields of prose, especially Abbasid poetry.**
8- **Memorizing the names, characters, and prose examples of prominent writers and using intermediate and high-level linguistic and critical terms.**
9- **Learn methods of teaching Abbasid poetry.**

Teaching and learning methods

| |
|---|
| 11-     Modified lecture<br>12-     Discussion .<br>13-     Interrogation.<br>14-     Brainstorming .<br>15-     Motivational questions. |

| |
|---|
| Evaluation methods |

| |
|---|
| 5-  50% semester exams, and daily attendance and participation are taken into consideration.<br>6-  50% end-of-semester exams. |

| |
|---|
| C-Emotional and value goals<br><br>   9-  Introducing the impact of science and scientists,<br>   10-     He shows an active interest in studying Abbasid poetry.<br>   11-     Developing positive attitudes towards the learning process.<br>   12-     Modifying negative trends in the learning and teaching process. |

| |
|---|
| Teaching and learning methods |

| |
|---|
| 7-  Brainstorming .<br>8-  Discussion .<br>9-  Complex questions in the specialty. |

| |
|---|
| Evaluation methods |

| |
|---|
| Reward and motivation to raise morale through grades calculated within the daily evaluation. |

| |
|---|
| D - General skills fQualificationMovable<br><br>   9-  Review the previous steps and their outcomes.<br>   10-     Access to scientific and prose developments through books and periodicals.<br>   11-     Continuous access to the international information network in the field of specialization.<br>   12-     Conducting debates and discussion sessions with specialists with |

the aim of developing knowledge.

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the lecture** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **A brief overview of the Abbasid era** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The first week** |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **Sources for studying Abbasid poetry** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into** | 2 | second week |

101. Course structure

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Ancient poetic purposes in Abbasid poetry** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Praise** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance | (1) Presentation (2) Discussion and dialogue | **Satire** | Students' control of this subject and its theoretical and applied understanding, and their ability to | 2 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Lamentations | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams<br><br>(2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | spinning | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Seventh week |
| (1) Oral exams<br><br>(2) Conservation | (1) Presentation<br><br>(2) Discussion | the description | Students' control of this subject and its theoretical and | 2 | The eighth week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue | | applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **Characteristics of Abbasid poetry in the traditional stage** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **Week nine** |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **Poet Bashar bin Burd** | **Evaluating the extent of understanding of previous prose topics** | 2 | **The tenth week** |
| (1) Oral exams<br><br>(2) A surprise exam | (1) Presentation<br><br>(2) Discussion and dialogue | **Al-Bahturi poet** | **Students' control of this topic, their theoretical understanding, and** | 2 | **Week eleven** |

| Assessment | Teaching methods | Topic | Learning outcomes | Hours | Week |
|---|---|---|---|---|---|
| (3) Students' attendance and participation during the lecture | (3) Presentation on the electronic display | | their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The poet Sharif Al-Radi | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twelfth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | New poetic purposes in Abbasid poetry | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 2 | The thirteenth week |
| (1) Oral exams<br><br>(2) | (1) Presentation | Asceticism and Sufism | Students' control of this topic, its theoretical and | 2 | The fourteenth |

| | | | | | |
|---|---|---|---|---|---|
| Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (2) Discussion and dialogue<br><br>(4) Display on the electronic display | | practical understanding, and their ability to understand it | | week |
| (1) Oral exams<br><br>(2) DutiesResearch<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | The etiquette of companionship and sitting | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifth weekR |
| (1) Oral exams<br><br>(2)A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Displayed on the electronic display | **Educational poetry** | **Evaluating the extent of theoretical understanding of previous topics** | 2 | **Sixteenth week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance | (1) Presentation<br><br>(2) Discussion and dialogue | **russets** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and** | 2 | **Seventeenth week** |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | | | absorb it and transfer this knowledge to others | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Characteristics of Abbasid poetry in the renewal stage** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 2 | **Eighteenth week** |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 2 | **Week nineteen** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **The poet Abu Nawas, his life and poetry** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The twentieth week** |
| (1) Oral exams | (1) | **The poet** | **Students' control of** | 2 | **Twenty-** |

| | | | | | |
|---|---|---|---|---|---|
| (2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | Presentation<br><br>(2) Discussion and dialogue | Abu Nawas, his life and poetry | this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | | first week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | The poet Abi Tamam, his life and poetry | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Twenty-second week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The poet Abi Tamam, his life and poetry | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The poet Al-Mutanabbi, his life and poetry | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-fourth week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The poet Al-Mutanabbi, his life and poetry | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-fifth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The poet Ibn Rumi, his life and poetry | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-sixth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of literary models<br><br>(4) Display on the electronic display | The poet Ibn Rumi, his life and poetry | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-seventh week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Literary examples<br><br>(4) Display on | Technical analysis of examples of poems | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this | 2 | Twenty-eighth week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | the electronic display | | knowledge to others | | |
| (1) Oral exams<br><br>(2) Conservation and research duties.<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | **Perceptions of poetry in the Middle Ages** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | The twenty-ninth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from prose books<br><br>(4) Display on the electronic display | **Perceptions of poetry in the Middle Ages** | **Evaluating the theoretical understanding of previous prose topics** | 2 | Week thirtieth |

| | 102. Infrastructure |
|---|---|
| 5- Required prescribed books | Choose modern, detailed educational books. |
| 6- Main references | The most important books within the specialty that have an understandable and uncomplicated academic style. |
| ج- Recommended books and references (scientific journals, reports,...) | Some books, theses, and dissertations that include the course vocabulary are recommended. |
| ح- Electronic references, websites... | The Abbasid Library is available on the Internet, which includes everything related to the course in a detailed, accurate and clear manner. |

| | 15- Course development plan |
|---|---|
| | Enriching the curriculum with practical aspects related to the teaching profession. |

## Description of the academic program

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

| | |
|---|---|
| **University of Misan/Ministry of Higher Education and Scientific Research** | 155. Educational institution |
| **Faculty of Education** | 156. University department/center |
| **the department of Arabic language/Faculty of Education** | 157. Name of the academic programOr professional |
| **Bachelor's degree in Arabic Language and Literature** | 158. Name of the final certificate |
| **Annual system** | 159. School system: Annual/courses/others |
| **Adopting the Union's standards for Arab universities** | 160. Accreditation programApproved |
| **Ministry of Education/other institutions in the country** | 161. Other external |

| | |
|---|---|
| | influences |
| | 162. Date the description was prepared |

163. Objectives of the academic program:

Making the product resulting from the Arabic Language Department in the College of Education an effective element in serving the community and communicating the educational message

| |
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| |

164. Outputsthe programRequired teaching, learning and evaluation methods

A- Cognitive objectives

1 -Enabling students to obtain knowledge and understanding of the intellectual frameworkAbbasid prose.

2- Preparing students for the teaching profession in secondary schools.

3- Preparing students for the teaching professionAbbasid proseIn secondary

| schools |
|---|

| B -Marathi goalsForprogram<br><br>13-     Determines the mechanism for transferring theoretical knowledge to the applied side.<br>14-     Applies Abbasid prose strategies in the school classroom.<br>15-     Applies appropriate methods to reduce the effect of forgetting.<br>**16-**     Applies learning theories in educational situations. |
|---|

| Teaching and learning methods |
|---|

| 1-Using the presentation and lecture methodProviding students with the basics and topics related to the knowledge described in (a).<br><br>2-It is done through the method of questioning and discussionClarification of study materials.<br><br>3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts. |
|---|

| Evaluation methods |
|---|

| 50% semester exams, and daily attendance and participation are taken into consideration.<br><br>50% end-of-semester exams. |
|---|

| C- Emotional and value-based goals<br><br>13-     Analyzing some prominent poems to determine their literature.<br>14-     He compares the chapters and eras of Abbasid prose and the extent of their development.<br>15-     Some famous Abbasid poets and prose writers reside there.<br>16-     It explains the reasons for the fame and prominence of some poets and prose writers over others within the time period studied. |
|---|

| Teaching and learning methods |
|---|

13- Assigning students to make reports regarding the ongoing lecture.
14- Questioning students through a set of thinking questions on some topics.
15- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.
16- Teaching students how to build their ways of thinking and analysis.

Evaluation methods

10- Stimulating the element of motivation among students by rewarding the applicant with grades.
11- The correct answer is counted as an approved model answer in the daily or final exam.
12- Supporting students who have good competence in accordance with the department's requirements.

| 165. Program structureIts duration is (one year only) the third stage | | | | |
|---|---|---|---|---|
| Credit hours | | Name of the course or course | Course or course code | Educational level |
| practical | theoretical | | | |
| nothing | ( 60 hours annually (2) hours for each section | Abbasid prose | L362 | third level |
| | | | | |
| | | | | |
| | | | | |

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|---|---|
| 166. Planning for personal development | |

**13-**      **The curriculum denies taking into account students' inclinations, trends, needs and problems.**

**14-**      **The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development.**

**15-**      **The teacher must have an influential personality among his students**

**16-**      **Periodic (annual) updating of approved training plans.**

167. Acceptance criterion(situationRegulations related to college admission orinstitute)

**10-**      **Admission is central**

**11-**      **Student's desire.**

**12-**      **Competitive rate between departments.**

168. The most important sources of information about the program

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the Abbasid prose specialty.**

    **7-**  **International information network .**

    **8-**  **Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | |
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Abbasid prose | | Third |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

# Course description form

## Mr. Dr. Imad Jaghim Awaid

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| University of Misan /Ministry of Higher Education and Scientific Research | 103. Educational institution |
| Faculty of Education/ the department of Arabic language | 104. SectionScientific/ Center |
| L362 | 105. Course name/code |
| Third stage students | 106. Available attendance forms |
| Annual | 107. Semester/year |
| (60) hours, (2) hours for each section | 108. Number of study hours(total) |
| | 109. Date this description was prepared |

110. Course objectives

| |
|---|
| 10- Preparing students to teach a subjectAbbasid prose. |
| 11- Preparing scientific researchers in the field of researchIn Abbasid prose. |
| **12-** Conduct researchAnd reports in Abbasid prose. |

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| 111.  Outputs The decision Teaching, learning and evaluation methods |
|---|
| a-Cognitive objectives |

20- Introducing the student to Abbasid literature in prose
21- The concept of Abbasid prose and Imam Talib is known as artistic prose
22- Shows the importance of studying Abbasid prose.
23- Determines the study objectives for this course
24- Distinguish between the goals of studying Abbasid prose.
25- Explains the characteristics of studying this subject.
26- It identifies the important characteristics that must be highlighted within the study of Abbasid prose.

B -Course-specific skills objectives

10- **He writes a research paper, and writes specialized research and studies in various fields of prose, especially Abbasid prose.**
11- **Memorizing the names, characters, and prose examples of prominent writers and using intermediate and high-level linguistic and critical terms.**
12- **Learn methods of teaching Abbasid prose.**

Teaching and learning methods

| 16- | Modified lecture |
| 17- | Discussion . |
| 18- | Interrogation. |
| 19- | Brainstorming . |
| 20- | Motivational questions. |

Evaluation methods

7- 50% semester exams, and daily attendance and participation are taken into consideration.

8- 50% end-of-semester exams.

C-Emotional and value goals

| 13- | Introducing the impact of science and scientists, |
| 14- | He shows an active interest in studying Abbasid prose. |
| 15- | Developing positive attitudes towards the learning process. |
| 16- | Modifying negative trends in the learning and teaching process. |

Teaching and learning methods

| 10- | Brainstorming . |
| 11- | Discussion . |
| 12- | Complex questions in the specialty. |

Evaluation methods

Reward and motivation to raise morale through grades calculated within the daily evaluation.

D - General skills fQualificationMovable

| 13- | Review the previous steps and their outcomes. |
| 14- | Access to scientific and prose developments through books and periodicals. |
| 15- | Continuous access to the international information network in the field of specialization. |
| 16- | Conducting debates and discussion sessions with specialists with |

the aim of developing knowledge.

112. Course structure

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **Introduction to the establishme nt of the Abbasid state** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The first week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation during the** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **Definition of Artistic Prose (Concept and Limitations)** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into** | 2 | second week |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Artistic prose (topics, types, and study)** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Sundry schools** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance | (1) Presentation (2) Discussion and dialogue | **Oral prose (topics and types)** | Students' control of this subject and its theoretical and applied understanding, and their ability to | 2 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Public Speaking (concept, characteristics and most important types)** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Applied analysis on models of rhetoric** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Seventh week |
| (1) Oral exams (2) Conservation | (1) Presentation (2) Discussion | **Debates (concept, characteristi** | Students' control of this subject and its theoretical and | 2 | The eighth week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue | cs, and most important types) | applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Applied analysis on models of debates | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week nine |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Sermons (concept, characteristics, and most important types) | Evaluating the extent of understanding of previous prose topics | 2 | The tenth week |
| (1) Oral exams<br><br>(2) A surprise exam | (1) Presentation<br><br>(2) Discussion and dialogue | Applied analysis on examples of | Students' control of this topic, their theoretical understanding, and | 2 | Week eleven |

| (3) Students' attendance and participation during the lecture | (3) Presentation on the electronic display | sermons | their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **Written prose, its topics and types** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twelfth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Technical messages (concept, characteristics and most important types)** | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 2 | The thirteenth week |
| (1) Oral exams<br><br>(2) | (1) Presentation | **Applied analysis on samples of technical messages** | Students' control of this topic, its theoretical and | 2 | The fourteenth |

| | | | | 2 | week |
|---|---|---|---|---|---|
| Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (2) Discussion and dialogue<br><br>(4) Display on the electronic display | | practical understanding, and their ability to understand it | | |
| (1) Oral exams<br><br>(2) DutiesResearch<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Signatures(The concept, characteristics and most important types) | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifth weekR |
| (1) Oral exams<br><br>(2)A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Displayed on the electronic display | Applied analysis on samples of signatures | Evaluating the extent of theoretical understanding of previous topics | 2 | Sixteenth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance | (1) Presentation<br><br>(2) Discussion and dialogue | Narrative prose (concept, characteristi cs | Students' control of this subject, its theoretical understanding, and their ability to perceive and | 2 | Seventeent h week |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | | cs, and most important types) | absorb it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Applied analysis on models of narrative prose | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Eighteenth week |
| (1) Oral exams<br><br>(2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Maqamat (concept, characteristics, and most important types) | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Week nineteen |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Applied analysis on models of maqams | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |
| (1) Oral exams | (1) | A brief | Students' control of | 2 | Twenty- |

| | | | | | |
|---|---|---|---|---|---|
| (2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | Presentation<br><br>(2) Discussion and dialogue | introduction to the most important books and figures of the era | this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | | first week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | News (concept, characteristics and most important types) | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Twenty-second week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Stories(The concept, characteristics and most important types) | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Applied analysis on examples of stories and news | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-fourth week |

| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Al-Jahiz (his life and his most important achievements in artistic prose) | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-fifth week |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Artistic analysis of examples of his prose | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-sixth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples of literary models (4) Display on the electronic display | Abu Hayyan Al-Tawhidi (his life and his most important achievements in artistic prose) | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-seventh week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and | (1) Presentation (2) Discussion and dialogue (3) Literary examples (4) Display on | Artistic analysis of examples of his prose | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this | 2 | Twenty-eighth week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | the electronic display | | knowledge to others | | |
| (1) Oral exams<br><br>(2) Conservation and research duties.<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | Al-Hamdhani (his life and most important achievements in prose) | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-ninth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from prose books<br><br>(4) Display on the electronic display | Artistic analysis of examples of his prose | Evaluating the theoretical understanding of previous prose topics | 2 | Week thirtieth |

| | 113. Infrastructure |
|---|---|
| 7- Required prescribed books | Choose modern, detailed educational books. |
| 8- Main references | The most important books within the specialty that have an understandable and uncomplicated academic style. |
| خ- Recommended books and references (scientific journals, reports,...) | Some books, theses, and dissertations that include the course vocabulary are recommended. |
| د- Electronic references, websites... | The Abbasid Library is available on the Internet, which includes everything related to the course in a detailed, accurate and clear manner. |

| | 16- | Course development plan |
|---|---|---|

Enriching the curriculum with practical aspects related to the teaching profession.

## Description of the academic program

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

| universityMaysan/ Ministry of Higher Education and Scientific Research | 169. Educational institution |
|---|---|
| Faculty of Education | 170. University department/center |
| Department of Arabic Language/College of Education | 171. Name of the academic or professional program |
| Bachelor's degree in Arabic language | 172. Name of the final certificate |
| Annual system | 173. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 174. Accredited accreditation program |
| Ministry of Education/other institutions in the country | 175. Other external influences |
| | 176. Date the description was prepared |

**177. Objectives of the academic program:**

Making the product resulting from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the best scientific and educational levels.

---

**178. Required program outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

1 -Enabling students to obtain knowledge and understanding of the intellectual framework of the subjectArabic grammar.

2- Preparing students for the teaching profession in secondary schools.

3- Preparing students for the profession of teaching a subjectGrammarIn secondary schools

**B - The program's skill objectives**

17-     It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.

18-     Applies Arabic grammar strategies in the school classroom.

19-     Applies appropriate methods to reduce the effect of forgetting.

20-     Applies learning theories in educational situations.

**Teaching and learning methods**

| |
|---|
| 1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A). |
| 2- Through the discussion method, the study materials are clarified and explained by the academic staff. |
| 3- Directing students to visit the libraryAndInternational Informatics Network for information and facts. |

**Evaluation methods**

50% semester exams, and daily attendance and participation are taken into consideration

50% end-of-semester exams.

**C- Emotional and value-based goals**

17- Analyzing some topics in Arabic grammar to determine the structure of the word.

18- Compares the topics of Arabic grammar and the extent of their development.

19- Evaluates famous critical scholars.

20- Explains the reasons for the difference between contextual critical approaches.

**Teaching and learning methods**

17- Assigning students to make reports regarding the current lecture and demonstrating its importance.

18- Questioning students through a set of thinking questions on some topics.

19- Forming discussion circles in which the student is rewarded for his answers and his information is corrected.

20- Teaching students how to build their ways of thinking and analysis.

**Evaluation methods**

13- **Stimulating the element of motivation among students by rewarding the applicant with grades.**

14- **The correct answer is counted as an approved model answer in the daily or final exam.**

15- **Supporting students who have good competence in accordance with the department's requirements.**

**179. Program structure and duration (one year only), second stage**

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (90) hours annually (3) hours for each section | Arabic grammar | | Stage AFor a third |
| | | | | |
| | | | | |
| | | | | |

| 180. Planning for personal development |
|---|
| 17- The curriculum denies taking into account students' inclinations. |
| 18- The curriculum should be adapted to the students' present and future, and there should be a compatibility between learning methods and the characteristics of students' development. |
| 19- The teacher must beaAn influential personality among his students. |
| 20- Periodic (annual) updating of approved training plans. |
| 181. Admission standard (establishing regulations related to admission to the college or institute) |
| 13- Admission is central |
| 14- Student's desire. |
| 15- Competitive rate between departments. |
| 182. The most important sources of information about the program |
| 1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the Arabic grammar major.<br><br>9- International information network .<br>10- Personal experience of the person teaching the course. |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| Transferable general and qualifying skills (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B 1 | A4 | A3 | A2 | A1 | | | | |

| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Arabic grammar | | Third |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## a. M.D. Muhammad Mahdi Hussein

### 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.

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 114. Educational institution |
| Faculty of Education/ the department of Arabic language | 115. Scientific department/center |
| Arabic grammar | 116. Course name/code |
| Stage studentsThird | 117. Available attendance forms |
| Annual | 118. Semester/year |
| (901 hour (3) hours for each section | 119. Number of study hours (total) |
| | 120. Date this description was prepared |
| 121. Course objectives | |
| 13- Preparing students to teach Arabic grammar. | |
| 14- Preparing scientific researchers in the field of research in Arabic grammar. | |

| 15- | Conducting research and reports on Arabic grammar. |
| --- | --- |
| | |

**122. Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

27- Knows the concept of Arabic grammar.

28- Shows the importance of studying Arabic grammar.

29- Determines the study objectives for this course (Arabic Grammar).

30- Distinguish between the objectives of studying Arabic grammar.

31- Explains the characteristics of studying this subject.

32- It identifies the important characteristics that must be highlighted within the study of Arabic grammar.

**B – The skills objectives of the course**

13- He writes a research paper, and writes specialized research and studies in Arabic grammar.

14- Memorizing the names, personalities, and poems of prominent writers and poets, and using intermediate and high-level linguistic and critical terms to suit the nature of the lesson.

15- Learn methods of teaching Arabic grammar.

**Teaching and learning methods**

21- Modified lecture

22- Discussion .

23- Interrogation.

24- Brainstorming .

25- Motivational questions.

**Evaluation methods**

9- 50% semester exams, and attendance and daily participation electronically are taken into consideration according to the academic and dead class program.

10- 50% end-of-semester exams.

C- Emotional and value goals

17- Introducing the impact of Arabic grammar on the development of the Arabic language.

18- He shows an active interest in studying Arabic grammar.

19- Developing positive attitudes towards the learning process.

20- Modifying negative trends in the learning and teaching process regarding the course.

Teaching and learning methods

13- Brainstorming .

14- Discussion .

15- Complex questions in the specialty.

Evaluation methods

Reward and motivation to raise morale through grades calculated within the daily evaluation.

D – General and rehabilitative transferable skills

17- Review the previous steps and their outcomes.

18- Access to scientific and literary developments through books and periodicals.

19- Continuous access to the international information network in the field of specialization.

20- Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information.

| 123. Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation | Teaching | Name of the | Required learning | hours | the week |

| method | method | unit/topic | outcomes | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Prepositions<br><br>So maybe | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The first week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic | Prepositions<br><br>When and ifno | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and | 3 | second week |

| | | | | | |
|---|---|---|---|---|---|
| | display | | transfer this knowledge to others. | | |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Prepositions From and among its meanings: neighbor, substitute, and others | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display | Prepositions The lam, the ba, and the kaf | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, | 3 | fourth week |

| | | | | | |
|---|---|---|---|---|---|
| | on the electronic display | | transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Prepositions<br><br>The genitive case has two types | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifth week |
| (1) Oral exams | (1) | Drills and | Students' control of | 3 | the sixth week |

| | | | | | |
|---|---|---|---|---|---|
| (2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | exercises on prepositions with the first month exam of the first semester. | this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | add<br>Verbal and moral | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Seventh week |
| (1) Oral exams | (1) | Both and both | Students' control of | 3 | The eighth |

| | | | | | |
|---|---|---|---|---|---|
| (2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | Presentation<br><br>(2) Discussion and dialogue | and any added | this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | Implementation of the source | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Week nine |
| (1) Oral exams<br><br>(2) A surprise | (1) Presentatio | Name of subject<br><br>They hit the | Evaluating the extent of | 3 | The tenth week |

| exam (3) Students' attendance and participation during the lecture | n (2) Discussion and dialogue (3) Presentation on the electronic display | active participle and their conditions. | understanding of previous literary topics | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | A sentence that follows what the active participle is added to. | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Week eleven |
| (1) Oral exams (2) Research duties | (1) Presentation | Review what was studied with the second month | Students' control of this topic, their theoretical | 3 | The twelfth week |

| | | | | | |
|---|---|---|---|---|---|
| (3) Students' attendance and participation during the lecture | (2) Discussion and dialogue (3) Presentation on the electronic display | exam of the first semester | understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Exclamation Exclamation forms | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 3 | The thirteenth week |
| (1) Oral exams (2) Conservation duties | (1) Presentation (2) Discussion | Conditions of what an exclamatory verb is formulated from. | Students' control of this topic, its theoretical and practical understanding, and | 2 | The fourteenth |

| | | | | | |
|---|---|---|---|---|---|
| (3) Students' attendance and participation during the lecture | and dialogue (4) Display on the electronic display | | their ability to understand it | | week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Yes and bad, and there is a grammatical difference between them | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifteenth week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and | (1) Presentation (2) | Half year holiday | Evaluating the extent of theoretical understanding of previous topics | 3 | Sixteenth weekAnd the seventeenth |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | Discussion and dialogue (3) Presentation on the electronic display | | | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | The adjective | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | The weekeighthten |
| | | | | | |
| | | | | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue | Multiple adjectives | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | The weekninthten |

| lecture | | | | | |
|---------|---|---|---|---|---|
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Emphasis Verbal and moral | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | the weekThe twentieth |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | A review of what was studied with the exam of the first month of the second semester | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this | 3 | the weekatheisticThe twentiethTwenty-second |

| | | | | | |
|---|---|---|---|---|---|
| | | | knowledge to others. | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Emphasis b No, both, and all. | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | The weekthirdAnd the twenty |
| (1) Oral exams (2) Research duties (4) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Emphasizing the indefinite article | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | The weekfourthAnd the twenty |
| (1) Oral exams (2) Research | (1) Presentatio | Kindness and its types | Students' control of this subject, its theoretical | 3 | The weekfifthAnd |

| duties (3) Students' attendance and participation during the lecture | n (2) Discussion and dialogue (3) Presentation on the electronic display | Conjunction of the pattern and conjunction of the statement | understanding, and their ability to perceive and absorb it and transfer this knowledge to others | | the twenty |
|---|---|---|---|---|---|
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Definition of the conjunction of the statement and its citation | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | the weekVIAnd the twenty |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and | (1) Presentation (2) Discussion | Conjunction Its definition, example, and two–fold conjunction | Students' control of this subject, its theoretical understanding, and their ability to | 3 | The weekseventhAnd the twenty |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | and dialogue (3) Presentation on the electronic display | | perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Conjunctions and deletion of the conjunction | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | The weekeighthAnd the twenty |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) | Allowance Its definition and ruling With the second month exam of the second semester. | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | the weekNinthThe twentiethAnd the thirty |

| | Presentation on the electronic display | | | | |
|---|---|---|---|---|---|

| 124. Infrastructure | |
|---|---|
| Choose modern, detailed educational books.With videos and audio recordings via the Classroom program (electronic classroom). | 9- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 10- Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | أ- Recommended books and references (scientific journals, reports,…) |
| The online critical library includes everything related to the course in precise and clear detail. | ر- Electronic references, websites… |

| | |
|---|---|
| 17–      **Course development plan** | |
| **Enriching the curriculum with practical aspects related to the teaching profession.** | |

## 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 /Ministry of Higher Education and Scientific Research** | 183. Educational institution |
| **Faculty of Education** | 184. University department/center |
| **the department of Arabic language/Faculty of Education** | 185. Name of the academic programOr professional |
| **Bachelor's degree in Arabic Language and Literature** | 186. Name of the final certificate |
| **Annual system** | 187. School system: Annual/courses/others |
| **Adopting the Union's standards for Arab universities** | 188. Accreditation programApproved |

| Ministry of Education/other institutions in the country | 189. Other external influences |
|---|---|
| | 190. Date the description was prepared |

191. Objectives of the academic program:

Making the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest scientific and educational levels.

| |
|---|
| |
| |

192. Outputsthe programRequired teaching, learning and evaluation methods

A- Cognitive objectives

1 -Enabling students to obtain knowledge and understanding of the intellectual frameworkFor literary criticism.

2- Preparing students for the teaching profession in secondary schools.

3- Preparing students for the teaching professionLiterary criticismIn secondary schools

B -Marathi goalsForprogram

21-    It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.
22-    Applies literary criticism strategies in the school classroom.
23-    Applies appropriate methods to reduce the effect of forgetting.
**24-**    Applies learning theories in educational situations.

Teaching and learning methods

1-Using the presentation and lecture methodProviding students with the basics and topics related to the knowledge described in (a).

2-It is done through the method of questioning and discussionClarifying the study materials and explaining them by the academic staff.

3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts.

Evaluation methods

50% semester exams, and daily attendance and participation are

taken into consideration.

50% end-of-semester exams.

C- Emotional and value-based goals

21-      Analyzing some prominent poems to determine their literature.
22-      Following up on the historical development of Arab criticism.
23-      Evaluating the critical steps of ancient Arab critics.
24-      It explains the reasons for the popularity and prominence of some critics over others within the time period studied.

Teaching and learning methods

21-      Assigning students to make reports regarding the lecture being discussed.
22-      Questioning students through a set of thinking questions on some topics.
23-      Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.
24-      Teaching students how to build their ways of thinking and analysis.

Evaluation methods

16-      Stimulating the element of motivation among students by rewarding the applicant with grades.
17-      The correct answer is counted as an approved model answer in the daily or final exam.
18-      Supporting students who have good competence in accordance with the department's requirements.

| 193. Program structure | | | | | Its duration is (one year only) the third stage |
|---|---|---|---|---|---|

| Credit hours | | Name of the course or course | Course or course code | Education al level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | 90 hours annually (3) hours for each section | Ancient literary criticism | 2363 | third level |
| | | | | |
| | | | | |
| | | | | |

| 194. Planning for personal development |
|---|
| 21- The curriculum denies taking into account students' inclinations.<br>22- The curriculum should be adapted to the students' present and future.<br>23- The teacher must have an influential personality among his students.<br>24- Periodic (annual) updating of approved training plans. |
| 195. Acceptance criterion(situationRegulations related to college admission orinstitute) |

| |
|---|
| 16-      **Admission is central** |
| 17-      **Student's desire.** |
| 18-      **Competitive rate between departments.** |

| |
|---|
| 196. The most important sources of information about the program |

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the field of literary criticism.**

11-      **International information network .**

12-      **Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation** | | | | | | | |
| **Learning outcomes required from the programme** | | | | | | | |
| **General skills andQualificationMovable** **(Other skills related to employability and personal development)** | **Emotional and value goals** | **Skills objectives of the programme** | **Cognitive objectives** | **Basic** **Or** **optional** | **Course Name** | **Course Code** | **Year/level** |

| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Ancient literary criticism | 2363 | Third |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

## Course description form

## Prof. Dr. Ali Abdel Hussein Haddad

## 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 opportunities.LearningAvailable. It must be linked to the program description.

| | |
|---|---|
| 125. Educational institution | Diyala University /Ministry of Higher Education and Scientific Research |
| 126. SectionScientific/ Center | College of Education for Human Sciences/ the department of Arabic language |
| 127. Course name/code | 2363 |
| 128. Available attendance forms | Third stage students |
| 129. Semester/year | Annual |
| 130. Number of study hours(total) | (90) hours / (3) hours for each section |

| 12/12/2022 | 131. Date this description was prepared |
|---|---|

| 132. Course objectives |
|---|
| 16-     Preparing students to teach a subjectLiterary criticism. |
| 17-     Preparing scientific researchers in the field of researchIn the subject of literary criticism. |
| **18-**     Conduct researchAnd reports on literary criticism. |
| |
| |
| |
| |
| |
| |
| |

| 133. OutputsThe decisionTeaching, learning and evaluation methods |
|---|

a-Cognitive objectives

33-   Knows the concept of criticism.
34-   Shows the importance of studying literary criticism.
35-   Determines the study objectives for this course (Literary Criticism).
36-   Distinguish between the goals of studying literary criticism.
37-   Explains the characteristics of studying this subject.

38- It identifies the important characteristics that must be highlighted within the study of literary criticism.

B -Course-specific skills objectives

16- **He writes a research paper, and writes specialized research and studies in various fields of literature, especially literary criticism.**

17- **Memorizing the names of critics, their deaths, and knowing critical terminology while studying the development of criticism throughout the literary eras.**

18- **Learn methods for teaching literary criticism.**

Teaching and learning methods

26- Modified lecture
27- Discussion .
28- Interrogation.
29- Brainstorming .
30- Motivational questions.

Evaluation methods

11- 50% semester exams, and daily attendance and participation are taken into consideration.

12- 50% end-of-semester exams.

C-Emotional and value goals

21- Introducing the influence of critics and writers on the development of literary criticism.

22- He shows an active interest in studying literary criticism.

| |
|---|
| 23- Developing positive attitudes towards the learning process.<br>24- Modifying negative trends in the learning and teaching process regarding the course. |
| Teaching and learning methods |
| 16- Brainstorming .<br>17- Discussion .<br>18- Complex questions in the specialty. |
| Evaluation methods |
| Reward and motivation to raise morale through grades calculated within the daily evaluation. |
| D - General skills fQualificationTransferable (other skills related to employability and personal development)<br><br>21- Review the previous steps and their outcomes.<br>22- Access to scientific and literary developments through books and periodicals.<br>23- Continuous access to the international information network in the field of specialization.<br>24- Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information. |

| |
|---|
| 134. Course structure |

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | **hours** | the week |
|---|---|---|---|---|---|
| **(1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture** | **(1) Presentation (2) Discussion and dialogue (3) Display on the electronic display** | **The concept of criticism and its origins** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 3 | **The first week** |
| **(1) Oral exams (2) Research duties (3) Students' attendanc** | **(1) Presentation (2) Discussion and dialogue (3)** | **Sources for studying literary criticism** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and** | 3 | **second week** |

| | | | | | |
|---|---|---|---|---|---|
| e and participation during the lecture | Display on the electronic display | | assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Criticism in the pre-Islamic era | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | the third week |
| (1) Oral exams | (1) Presentat | Criticism in the era of | Students' control of this subject and its | 3 | fourth week |

| | | | | | |
|---|---|---|---|---|---|
| (2) Students' attendance and participation during the lecture | ion<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | early Islam | theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Memorization duties (3) Student attendance<br><br>And their participation during the | (1) Presentation<br><br>(2) Discussion and dialogue | The concept of poetry and following its development | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer | 3 | The fifth week |

| lecture | | | this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | The concept of honesty and exaggeration | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | the sixth week |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and | (1) Presentation (2) Discussion and dialogue (3) | Criticism in the first century AH | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and | 3 | Seventh week |

| participation during the lecture | Presentation on the electronic display | | assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Criticism in the second century AH | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The eighth week |
| (1) Oral exams | (1) Presentat | Criticism of narrators, | Students' control of this topic, their | 3 | Week nine |

| Evaluation methods | Teaching methods | Topic name | Learning outcomes | Hours | Week |
|---|---|---|---|---|---|
| **(2) Research duties** **(3) Students' attendance and participation during the lecture** | **ion** **(2) Discussion and dialogue (3) Presentation on the electronic display** | linguists, and artistic criticism | theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| **(1) Oral exams** **(2) A surprise exam** **(3) Students' attendance and participation during the lecture** | **(1) Presentation** **(2) Discussion and dialogue (3) Presentation on the electronic display** | **Ibn Salam Al-Jumahi and the theory of classes** | **Evaluating the extent of understanding of previous literary topics** | 3 | **The tenth week** |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Al-Jahiz and the concept of pronunciation and meaning | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Week eleven |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the | Al-Jahiz and the issue of the ancient and the modern | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand | 3 | The twelfth week |

| during the lecture | electronic display | | and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Ibn Qutaybah and the issue of the conflict between the ancient and the modern | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 3 | The thirteenth week |
| (1) Oral exams<br><br>(2) Conservation duties | (1) Power point<br>(2) Discussion and dialogue | The structure of the poem according to Ibn Qutaybah | Students' control of this topic, its theoretical and practical understandin | 3 | The fourteenth week |

| | | | g, and their ability to understand it | | |
|---|---|---|---|---|---|
| (3) Students' attendance and participation during the lecture | | | g, and their ability to understand it | | |
| (1) Oral exams<br><br>(2) DutiesResearch<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The situations of the poet and the motives for saying poetry | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifth weekR |
| | (1) | Ibn Al-Mu'tazz | Evaluating the extent of | 3 | Sixteenth week |

| Assessment methods | Teaching methods | Subject | Objectives | No. | Week |
|---|---|---|---|---|---|
| (1) Oral exams (2)A surprise exam (3) Students' attendance and participation during the lecture | Presentation (2) Discussion and dialogue (3) Displayed on the electronic display | and Al-Badi's theory | theoretical understanding of previous topics | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Chapters of the Book of Badi | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Seventeenth week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Ibn Tabataba and the process of poetic creativity | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | Eighteenth week |
| (1) Oral exams<br><br>(2) Memorization duties.<br>(3) Student attendance and participation during the | (1) Presentation<br><br>(2) Discussion and dialogue | The plight of modern poets and artistic creativity | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | Week nineteen |

| lecture | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Qudamah bin Jaafar and the Greek impact | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twentieth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation | (1) Presentation<br><br>(2) Discussion and dialogue | Praise and psychological virtues according to Qudamah bin Jaafar | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to | 3 | Twenty-first week |

| | | | | | |
|---|---|---|---|---|---|
| **during the lecture** | | | **others** | | |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(4) Students' attendance and participation during the lecture** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Display on the electronic display** | **Amedi and the budget approach** | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 3 | **Twenty-second week** |
| **(1) Oral exams**<br><br>**(2) Research duties**<br><br>**(3) Students' attendance and participation** | **(1) Presentation**<br><br>**(2) Discussion and dialogue**<br><br>**(3) Presentation on the** | **The Hadith scholars' calendar to balance the Aamidis** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to** | 3 | **Twenty-third week** |

| during the lecture | electronic display | | others | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Judge Al-Jarjani and the theft case | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-fourth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation | (1) Presentation (2) Discussion and dialogue (3) Presentation on the | Types of thefts and their terminology | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to | 3 | The twenty-fifth week |

| during the lecture | electronic display | | others | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Al-Marzouqi and the poetry column | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-sixth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation | (1) Presentation (2) Discussion and dialogue (3) Examples of literary | Corners of the hair shaft | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to | 3 | Twenty-seventh week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | models (4) Display on the electronic display | | others | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Literary examples (4) Display on the electronic display | Al-Jurjani and systems theory | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-eighth week |
| (1) Oral exams (2) Conservation and research | (1) Presentation (2) Discussion and | Ibn Rashiq Al-Qayrawani and the integrated view of | Students' control of this subject, its theoretical understanding, and their ability to | 3 | The twenty-ninth week |

| | | | | | |
|---|---|---|---|---|---|
| duties.<br><br>(3) Students' attendance and participation during the lecture | dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | poetry | perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature books<br><br>(4) Display on the electronic display | The definition of poetry and its motives according to Ibn Rashiq | Evaluating the extent of theoretical understanding of previous literary topics | 3 | Week thirtieth |

| | | | | 3 | Week thirty-one |
|---|---|---|---|---|---|
| (1) Oral exams (2) Homework (3) Trainings and activities (4) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples from students' real life (4) Display on the electronic display | Minhaj al-Balagha and Siraj al-Adab by Hazem al-Qartajani | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Week thirty-one |
| (1) Oral exams (2) Research duties (3) Students' attendanc | (1) Presentation (2) Discussion and dialogue (3) Examples from | Ibn Khaldun and his views on criticism and literature | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to | 3 | The thirty-second week |

| | | | | | | |
|---|---|---|---|---|---|---|
| e and participation during the lecture | literature (4) Display on the electronic display | | others | | | |

| 135. Infrastructure | |
|---|---|
| Choose modern, detailed educational books. | 11-    Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 12-    Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ز- Recommended books and references (scientific journals, reports,...) |
| The Andalusian Library is available on the Internet, which includes everything related to the course in a detailed, accurate and clear manner. | س-    Electronic references, websites... |

| 18- | Course development plan |
|---|---|
| Enriching the curriculum with practical aspects related to the teaching profession. | |

## 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.

| | |
|---|---|
| University of Misan/Ministry of Higher Education and Scientific Research | 197. Educational institution |
| Faculty of Education | 198. University department/center |
| the department of Arabic language/Faculty of Education | 199. Name of the academic programOr professional |
| Analysis of the Quranic text | 200. Name of the final certificate |
| Annual system | 201. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 202. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 203. Other external influences |
| | 204. Date the description was prepared |

| |
|---|
| 205. Objectives of the academic program: |
| Making the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the best scientific and educational levels. |
| |
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|---|
| 206. Outputsthe programRequired teaching, learning and evaluation methods |
| A- Cognitive objectives<br><br>1 -Enabling students to obtain knowledgePublic and private.<br><br>2- Preparing students for the teaching profession in secondary schools.<br><br>3- Preparing students for the teaching professionAnalysis of the Quranic textIn secondary schools |

| B -Marathi goalsForprogram |
| --- |
| 25-    Determines the mechanism for transferring theoretical knowledge to the applied aspect of this subject. 26-    Applies strategiesAnalysis of the Quranic text Inside the school classroom. 27-    Applies appropriate methods to reduce the effect of forgetting. **28-**    Applies all learning theories **29-**    . |
| Teaching and learning methods |
| 1-Using the presentation and lecture method.  2-Through the method of questioning and discussion.  3-GuidanceStudents visit the libraryAndInternational Informatics NetworkTo develop their skills. |
| Evaluation methods |
| 40% semester exams, and attendance and participation are taken into account  10% attendance and participation  50% end-of-semester exams. |
| C- Emotional and value-based goals  25-    Analysis of some prominent poems in this science. 26-    Compares the levels of literary text. 27-    Evaluates some linguistic and literary texts. 28-    Explains the secret of the miracle of the Qur'anic and Prophetic texts. |
| Teaching and learning methods |
| 25-    Assigning students to make reports regarding the ongoing lecture. 26-    Questioning students through a set of thinking questions on some topics. 27-    Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake. 28-    Teaching students how to build their ways of thinking and analysis. |

19-      Stimulating the element of motivation among students by rewarding the applicant with grades.

20-      The correct answer is counted as an approved model answer in the daily or final exam.

21-      Supporting students who have good competence in accordance with the department's requirements.

## 207. Program structureIts duration is (one year only) the third stage

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (60) hours annually<br><br>(2) hours for each section | Analysis of the Quranic text | 247 | third level |
| | | | | |
| | | | | |
| | | | | |

## 208. Planning for personal development

**25-      The curriculum denies taking into account students' general and specific inclinations.**

**26-      There must be a compatibility between learning methods and the**

| | |
|---|---|
| **characteristics of students' development.**<br>**27-**      **The teacher must have an influential personality in teaching.**<br>**28-**      **Periodic (annual) updating of approved training plans.** | |

209. Acceptance criterion(situationRegulations related to college admission orinstitute)

**19-**      **Admission is central**
**20-**      **Student's desire.**
**21-**      **Competitive rate between departments.**

210. The most important sources of information about the program

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the Andalusian literature major.**

    **13-**      **International information network .**
    **14-**      **Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | |
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | my choice | Analysis of the Quranic | | Third |

| | | | | | | | | | | | | | | | | | text | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## Prof. Dr. Mouloud Mohamed Zayed

## 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 opportunities.LearningAvailable

| | |
|---|---|
| University of Misan/Ministry of Higher Education and Scientific Research | 136. Educational institution |
| Faculty of Education/ the department of Arabic language | 137. SectionScientific/ Center |
| 247 | 138. Course name/code |
| Second stage students | 139. Available attendance forms |
| Annual | 140. Semester/year |
| (60) hours, (2) hours for each section | 141. Number of study hours(total) |
| | 142. Date this description was prepared |

143. Course objectives

19-      Preparing students to teach a subjectAnalysis of the Quranic text.

20-      Number of researchersThey are goodIn the field of researchIn the subject of Quranic text analysis.

**21-**      Conduct researchIn the subject of Quranic text analysis.

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| 144. OutputsThe decisionTeaching, learning and evaluation methods |
| a-Cognitive objectives<br><br>39- Knows the concept of analysis and the concept of text.<br>40- Explains the importance of studying text analysis.<br>41- Determines the study objectives for this course<br>42- Distinguish between the objectives of studying the analysis of the Quranic text.<br>43- Explains the characteristics of studying this subject.<br>44- Defines important characteristics. |
| B -Course-specific skills objectives<br><br>19- **Writing research and studies specialized in rhetorical studies**<br>20- **Memorizing levels of text analysis and their methods.**<br>21- **Learn methods of teaching a subject**Analysis of the Quranic text**.** |
| Teaching and learning methods |
| 31- Modified lecture<br>32- Discussion .<br>33- Interrogation.<br>34- Brainstorming .<br>35- Motivational questions. |

| |
|---|
| Evaluation methods |
| 13- 40% are semester exams, and daily attendance and participation are taken into consideration.<br>14- 10% attendance and participation<br>15- 50% end-of-semester exams. |
| C-Emotional and value goals |
| 25- Defining the impact of the Holy Qur'an.<br>26- Shows active interest in studying the subjectAnalysis of the Quranic text.<br>27- Developing positive attitudes towards the learning process.<br>28- Modifying negative trends in the learning process. |
| Teaching and learning methods |
| 19- Brainstorming .<br>20- Discussion .<br>21- Complex questions in the specialty. |
| Evaluation methods |
| Reward and motivation to raise morale through grades calculated within the daily evaluation. |
| D - General skills fQualificationMovable |
| 25- Review the previous steps and their outcomes.<br>26- Stay informed about scientific developments.<br>27- Continuous access to the international information network in the field of specialization.<br>28- Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information. |

| |
|---|
| 145. Course structure |

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Definition of the concept of (analysis) and the concept of (text)** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The first week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Introduction to Surah Al-Kahf (its name / number of verses / reason for its revelation... .)** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | second week |
| (1) Oral exams<br>(2) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Contents of the Surah** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into** | 2 | the third week |

| | | | | | |
|---|---|---|---|---|---|
| | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br>(2) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Display on the electronic display | Audio level | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams<br>(2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue | Single sounds | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifth week |
| (1) Oral exams<br>(2) Conservation duties<br>(3) Students' attendance | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Display on the electronic | Audio clips | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and | 2 | the sixth week |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | display | | assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Other audio features** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Seventh week** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Morphological level** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **The eighth week** |
| (1) Oral exams (2) Research duties (3) Students' | (1) Presentation (2) Discussion and dialogue | **Name of subject** | Students' control of this topic, their theoretical understanding, and their ability to | 2 | **Week nine** |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | (3) Presentation on the electronic display | | perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | participle | Evaluating the extent of understanding of previous literary topics | 2 | The tenth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Exaggeration formulas | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week eleven |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic | Superlative form | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into | 2 | The twelfth week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | display | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Names of place and time | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 2 | The thirteenth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(4) Display on the electronic display | | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 2 | The fourteenth week |
| (1) Oral exams<br><br>(2) DutiesResearch<br><br>(3) Students' attendance and | (1) Presentation<br><br>(2) Discussion and dialogue | Grammatical level | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, | 2 | The fifth weekR |

| Week | | Topic | Content/Objective | Teaching Methods | Assessment Methods |
|---|---|---|---|---|---|
| participation during the lecture | | | transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| Sixteenth week | 2 | Evaluating the extent of theoretical understanding of previous topics | **The pronouns of the surah** | (1) Presentation (2) Discussion and dialogue (3) Displayed on the electronic display | (1) Oral exams (2)A surprise exam (3) Students' attendance and participation during the lecture |
| Seventeenth week | 2 | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | **The pronouns of the surah** | (1) Presentation (2) Discussion and dialogue | (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture |
| Eighteenth week | 2 | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | **The letters** | (1) Presentation (2) Discussion and dialogue | (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture |
| Week | 2 | Students' control of this topic, its | **The letters** | (1) | (1) Oral exams |

| | | | | | |
|---|---|---|---|---|---|
| (2) Memorization duties. (3) Student attendance and participation during the lecture | Presentation (2) Discussion and dialogue | | theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | | nineteen |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Actions | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Actions | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Twenty-first week |
| (1) Oral exams (2) Research duties (4) Students' attendance and participation | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Semantic level | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to | 2 | Twenty-second week |

| | | | others | | |
|---|---|---|---|---|---|
| during the lecture | | | | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | Lexical significance | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | Functional significance | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-fourth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | Verbal common | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-fifth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the | Tandem | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and | 2 | Twenty-sixth week |

| Assessment methods | Teaching methods | Topic | Learning outcomes | Hours | Week |
|---|---|---|---|---|---|
| participation during the lecture | electronic display | | transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of literary models<br><br>(4) Display on the electronic display | The eloquence of the surah | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-seventh week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Literary examples<br><br>(4) Display on the electronic display | The artistic construction of the surah | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-eighth week |
| (1) Oral exams<br><br>(2) Conservation and research duties.<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | The artistic construction of the surah | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-ninth week |
| (1) Oral exams<br><br>(2) A surprise | (1) Presentation<br><br>(2) Discussion | The artistic construction | Evaluating the extent of theoretical | 2 | Week thirtieth |

| | | | | | |
|---|---|---|---|---|---|
| exam<br><br>(3) Students' attendance and participation during the lecture | and dialogue<br><br>(3) Examples from literature books<br><br>(4) Display on the electronic display | of the surah | understanding of previous literary topics | | |
| (1) Oral exams<br><br>(2) Homework<br><br>(3) Trainings and activities<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from students' real life<br><br>(4) Display on the electronic display | The faces of miracles in the surah | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature<br><br>(4) Display on the electronic display | The faces of miracles in the surah | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | **2** | |

| | 146. Infrastructure |
|---|---|
| Choose modern, detailed educational books. | 13-      Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 14-      Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ش- Recommended books and references (scientific journals, reports,...) |
| The rhetorical and stylistic library on the Internet, which includes everything related to the course in an accurate and clear detailed manner. | ص-      Electronic references, websites... |

| 19- | Course development plan |
|---|---|
| Enriching the curriculum with practical aspects related to the teaching profession. | |

**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.

| *universityMaysan/ Ministry of Higher Education and Scientific Research* | 211. Educational institution |
|---|---|
| **Faculty of Education** | 212. The sectionscientific/ Center |
| **Department of Arabic Language/College of Education** | 213. Name of the academic programOr professional |
| **Bachelor's degree in Arabic Language and Literature** | 214. Name of the final certificate |
| **Annual system** | 215. School system: Annual/courses/others |
| **Adopting the Union's standards for Arab universities** | 216. Accreditation programApproved |
| **Ministry of Education/other institutions in the country** | 217. Other external influences |
| | 218. Date the description was prepared |
| **219. Objectives of the academic program** | |
| **Making the product produced by the Arabic Language Department in the College of Education an effective element in community service and delivering the required educational message mentioned above at the best scientific and educational levels.** | |

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| 220. The outputs of theprogramRequired teaching, learning and evaluation methods |
|---|
| خ-  Cognitive goals<br>A1-Enabling students to obtain knowledge and understanding of the intellectual framework of the linguistics subject<br><br>A2-Preparing students psychologically and educationally for the teaching profession in secondary schools<br><br>A3-Preparing students psychologically and educationally for the profession of teaching linguistics and related details in secondary schools<br><br>A4-<br><br>A5-<br><br>a6- |
| B -Marathi goalsForprogram<br><br>B1 –It determines the mechanism for transferring theoretical knowledge to the applied aspect within the school classroom<br><br>B2 –Applies linguistics strategies in the classroom<br><br>B3 -Applies appropriate methods to reduce the effect of forgetting<br>B4- Applies learning theories in educational situations |
| Teaching and learning methods |

| |
|---|
| 1   . Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (1)<br>2. Through the method of questioning and discussion, the study subjects are clarified.<br><br>3. Directing students to visit the library and the state information network |
| **Evaluation methods** |
| 40% are semester exams, and daily attendance and participation are taken into account<br><br>10% attendance and participation<br><br>50% end-of-semester exams |
| **C- Emotional and value goals.**<br><br>C1-Analyzing some linguistic texts through the four levels (phonological, morphological, grammatical, and lexical)<br><br>C2-He compares the origins of linguistics among ancient Arabic scholars and Western researchers.<br><br>C3-An analysis of some morphological forms and syntactic sentences compares Arab researchers with Western researchers<br><br>C4- Evaluates some linguistic works, including poetic and prose texts |
| **Teaching and learning methods** |
| 1. Assigning students to make reports related to the lecture and revealing its importance<br>2. Questioning students through a set of thinking questions<br>3. Forming discussion circles that reward the student for his answers and correct his information if he makes a mistake<br>4. Teaching students how to build and master methods of thinking and analysis. |
| **Evaluation methods** |
| 1   . Stimulating the element of motivation among students by rewarding the applicant with grades |

2 . The correct answer is counted as an approved model answer in the daily and final exam.

3 . Supporting students who have good competence in accordance with the department's requirements.

221. Program structureThe duration of the third stage is (one year).

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| | (60) hours annually, (2) hours for each section | linguistics | | third level |
| | | | | |
| | | | | |
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222.Planning for personal development

1. The curriculum should take into account students' inclinations, trends, needs and problems

2 . The curriculum should be adapted to the present and future of students, and there should be a compatibility between learning styles and the characteristics of students' development

3 . The teacher must have an influential personality among his students

4 . Annual periodic update of approved training plans

| 223. Acceptance criterion(situationRegulations related to college admission orinstitute) |
|---|
| 1. Admission is central |
| 2. The student's desire |
| 3. Competitive rate between departments |

| 224. The most important sources of information about the program |
|---|
| 1. Books, periodicals, theses and university dissertations that meet the latest requirements in the linguistics major |
| 2. International information network |
| 3. The personal experience of the person teaching the course |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | |
| General skillsAnd qualifyingMovable( Other skills related to employability and personal development) | | | | Emotional and value goals | | | | ObjectivesSkills YehForprogram | | | | ObjectivesIDYH | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | linguistics | 345 | Third |
| | | | | | | | | | | | | | | | | | | | |
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# Course description form

A.M0 D. Abdul Zahra Odeh Jabr

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| University of Maysan/Ministry of Higher Education and Scientific Research | 147. Educational institution |
| College of Education/Department of Arabic Language | 148. The sectionscientific/ Center |
| Linguistics and its symbol 345 | 149. Course name/code |
| Third stage students | 150. Available attendance forms |
| Annual | 151. Semester/year |
| (60) hours, (2) hours for each section | 152. Number of study hours(total) |
| | 153. Date this description was prepared |
| 154. Course objectives | |
| 1. Preparing students to teach linguistics | |
| 2. Preparing scientific researchers in the field of research in linguistics | |
| 3. Conducting research and reports in linguistics | |
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**34. The outputs of theEstablishedTeaching, learning and evaluation methods**

 **A- NoCognitive goals**

   **A1-Knows the concept of linguistics**

   **A2-Shows the importance of studying linguistics**

   **A3-Determines the study objectives for this course (Linguistics)**

   **A4-Distinguish between the goals of studying linguistics**

   **A5-Explains the characteristics of studying this subject**

   **A6-Defines important characteristics**

 **B -ObjectivesSkillsYehForEstablished.**

   **B 1 -He writes a research paper and writes specialized research and studies in the fields of language, especially linguistics**

   **B2 –Memorizing and applying language study methods**

   **B3 –Learn methods of teaching linguistics**

   **B4-**

 **Teaching and learning methods**

|  | 1. **Modified lecture** <br> 2. **Discussion** <br> 3. **Interrogation** <br> 4. **Brainstorming** <br> 5. **Motivational questions** |
|---|---|

 **Evaluation methods**

**40% are semester exams, and daily attendance and participation are taken into account**

**10% attendance and participation**

**50% end-of-semester exams**

| |
|---|
| **C-Emotional and value goals** |
| **C1-Introducing the impact of science and linguists and their impact on the development of linguistics** |
| **C2-Shows active interest in studying linguistics** |
| **C3-Developing positive attitudes towards the learning process** |
| **C4-Modifying negative trends in the learning and teaching process regarding the course** |

| |
|---|
| **Teaching and learning methods** |
| **Brainstorming** <br> **Discussion** <br> **Cross-cutting questions in the specialty** |

| |
|---|
| **Evaluation methods** |
| **Reward and motivation to raise morale through grades calculated within the daily evaluation** |

| |
|---|
| **D - General skills fQualificationMovable** |
| **D1-Transferable general and qualifying skills** <br> **D2-Access to scientific and literary developments through books and periodicals** <br> **D3-Continuous access to the international information network in the field of specialization** <br> **D4-Conducting debates and discussion sessions with specialists** |

| 35. Course structure | | | | | |
|---|---|---|---|---|---|
| **Evaluation method** | **Teaching method** | **Name of the unit/topic** | **Required learning outcomes** | **hours** | **the week** |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | **Foundational terms**<br><br>**Philology**<br><br>**linguistics** | **Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.** | **2** | **The first week** |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | **Branches of linguistics**<br><br>**Theoretical linguistics** | **Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.** | **2** | second week |
| 1. Oral exams<br><br>2. Research | 1. Presentation<br><br>2. Discussion and dialogue | **History of the linguistic lesson** | **Students adjust the subject and understand it theoretically and practically, and** | **2** | the third week |

| | | | | | |
|---|---|---|---|---|---|
| **duties**<br><br>**3. Students' attendance and participation during the lecture** | **3. Display on the electronic display** | | **enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.** | | |
| **1. Oral exams**<br><br>**2. Research duties**<br><br>**3. Students' attendance and participation during the lecture** | **1. Presentation**<br><br>**2. Discussion and dialogue**<br><br>**3. Display on the electronic display** | **Linguistic lesson levels** | **Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others.** | **2** | **fourth week** |
| **1. Oral exams**<br><br>**2. Research duties**<br><br>**3. Students' attendance and participation during the lecture** | **1. Presentation**<br><br>**2. Discussion and dialogue**<br><br>**3. Display on the electronic display** | **Audio level** | **Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to** | **2** | **The fifth week** |

| | | | others. | | |
|---|---|---|---|---|---|
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Morphological level | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | the sixth week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Synthetic level | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Seventh week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic | Semantic level | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it | 2 | The eighth week |

| attendance and participation during the lecture | display | | and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
|---|---|---|---|---|---|
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Trading level | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Week nine |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Linguistic research trends<br><br>a. Historical and comparative trend1. (Emergence, media concepts) | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The tenth week |
| 1. Oral exams | 1. Presentation | 2. The historical and | Students adjust the subject and | 2 | Week eleven |

| | | | | | |
|---|---|---|---|---|---|
| 2. Research duties<br><br>3. Students' attendance and participation during the lecture | 2. Discussion and dialogue<br><br>3. Display on the electronic display | comparative approach in modern Arabic studies | understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | B. Descriptive trend | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twelfth week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | 1. Growing up circumstances | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and | 2 | The thirteenth week |

| | | | | | |
|---|---|---|---|---|---|
| the lecture | | | transfer knowledge to others. | | |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | 2.Ferdinand de Saussure and the establishment of the curriculum | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The fourteenth week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | 3. Bloomfield's descriptiveness | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The fifth weekR |
| 1. Oral exams<br><br>2. Research duties | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on | 4. The descriptive approach in Arabic studies | Evaluating the extent of theoretical understanding of previous topics | 2 | Sixteenth week |

| | | | | | |
|---|---|---|---|---|---|
| 3. Students' attendance and participation during the lecture | the electronic display | | | | |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | C. Generative trend | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Seventeenth week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Chomsky and the conditions for formulating the curriculum | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Eighteenth week |
| 1. Oral exams | 1. Presentation | Curriculum concepts | Students adjust the subject and | 2 | Week nineteen |

| | | | | | |
|---|---|---|---|---|---|
| 2. Research duties<br><br>3. Students' attendance and participation during the lecture | 2. Discussion and dialogue<br><br>3. Display on the electronic display | Ability | understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Achievement | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twentieth week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Obstetrics | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and | 2 | Twenty-first week |

| | | | | | |
|---|---|---|---|---|---|
| the lecture | | | transfer knowledge to others. | | |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Total grammar | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Twenty-second week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | the transfer | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Twenty-third week |
| 1. Oral exams<br><br>2. Research duties | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on | Arab hadith scholars and the generative trend | Students adjust the subject and understand it theoretically and practically, and enable them to | 2 | Twenty-fourth week |

| | | | | | |
|---|---|---|---|---|---|
| 3. Students' attendance and participation during the lecture | the electronic display | | perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | | |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | The efforts of Dr. Khalil Ahmed Amayra | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | The twenty-fifth week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | The efforts of Dr. Abdul Qader Al-Fassi Al-Fihri, | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Twenty-sixth week |

| | | | | | |
|---|---|---|---|---|---|
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | The efforts of Dr. Mazen Al-Waer | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Twenty-seventh week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and participation during the lecture | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | Dr.. Career direction<br><br>Foundation. You're holding on. John Robert Firth | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to understand, speak, and transfer knowledge to others. | 2 | Twenty-eighth week |
| 1. Oral exams<br><br>2. Research duties<br><br>3. Students' attendance and | 1. Presentation<br><br>2. Discussion and dialogue<br><br>3. Display on the electronic display | The most important functions of pragmatic language | Students adjust the subject and understand it theoretically and practically, and enable them to perceive and comprehend it and transform it into the ability to | 2 | The twenty-ninth week |

| | | | understand, speak, and transfer knowledge to others. | | |
|---|---|---|---|---|---|
| participation during the lecture | | | | | |
| 1. Oral exams 2. Research duties 3. Students' attendance and participation during the lecture | 1. Presentation 2. Discussion and dialogue 3. Display on the electronic display | Arab modernists and functionalism | Evaluating the extent of theoretical understanding of previous topics | 2 | Week thirtieth |

| 36. Infrastructure | |
|---|---|
| Choose modern, detailed educational books | 1- Required prescribed books |
| The most important books within the specialty that are in an understandable, uncomplicated academic style | 2- Main references (sources) |
| He recommends some books, theses, and dissertations that include the course vocabulary | Recommended books and references(Scientific journals, reports,...) |
| The Arabic language library is available on the Internet and includes everything related to the course in a detailed, accurate and clear manner. | B - Electronic references, Internet sites... |

| 37. Course development plan |
|---|
| Enriching the curriculum with applied aspects related to the teaching profession |

## 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.

| | |
|---|---|
| University of Misan/Ministry of Higher Education and Scientific Research | 225. Educational institution |
| Faculty of Education | 226. University department/center |
| the department of Arabic language/Faculty of Education | 227. Name of the academic programOr professional |
| PhD in Arabic Language and Literature | 228. Name of the final certificate |
| Annual system | 229. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 230. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 231. Other external influences |
| | 232. Date the description was |

| | prepared |
|---|---|
| 233. Objectives of the academic program:<br><br>Making the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the best scientific and educational levels. | |
| | |
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| | |

| 234. Outputsthe programRequired teaching, learning and evaluation methods |
|---|
| أ- Cognitive goals<br>ب-<br><br>1 -Enabling students to obtain knowledge and understanding of the intellectual frameworkFor the subject of research and library methodology.<br><br>2- Preparing students for the teaching profession in secondary schools.<br><br>3- Preparing students for the teaching professionResearch and library methodologyIn secondary schools |

| |
|---|
| B -Marathi goalsForprogram<br><br>30-    It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.<br>31-    Applies strategiesResearch and library methodologyInside the school classroom.<br>32-    Applies appropriate methods to reduce the effect of forgetting.<br>**33-**    Applies learning theories in educational situations. |
| Teaching and learning methods |
| 1-Using the presentation and lecture methodProviding students with the basics and topics related to the knowledge described in (a).<br><br>2-Through the method of questioning and discussion<br><br>3-GuidanceStudents visit the library For information and facts. |
| Evaluation methods |
| 40% semester exams, and daily attendance and participation are taken into account.<br><br>10% attendance and participation<br><br>50% end-of-semester exams. |
| C- Emotional and value-based goals<br><br>29-    Introducing students to the importance of research methodology.<br>30-    Revealing the features of the research and library methodology.<br>31-    Identify the well-known typical images of the research and library methodology.<br>32-    Searching for the topic of research and library methodology in our heritage sources. |
| Teaching and learning methods |
| 29-    Assigning students to make reports regarding the ongoing lecture<br>30-    Questioning students through a set of thinking questions on some |

topics.
31-      Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.
32-      Teaching students how to build their ways of thinking and analysis.

Evaluation methods

22-      Stimulating the element of motivation among students by rewarding the applicant with grades.
23-      The correct answer is counted as an approved model answer in the daily or final exam.
24-      Supporting students who have good competence in accordance with the department's requirements.

| 235. Program structureIts duration is (one year only) the third stage | | | | |
|---|---|---|---|---|
| Credit hours | | Name of the course or course | Course or course code | Educational level |
| practical | theoretical | | | |
| nothing | (60) hours annually <br><br> (2) hours for each section | Research and library methodology | 347L | third level |
| | | | | |
| | | | | |
| | | | | |

| 236. Planning for personal development |
|---|
| **29-**     **The curriculum denies taking into account students' inclinations.** |
| **30-**     **The curriculum should be adapted to the students' present and future** |
| **31-**     **The teacher must have an influential personality among his students** |
| **32-**     **Periodic (annual) updating of approved training plans.** |
| 237. Acceptance criterion(situationRegulations related to college admission orinstitute) |
| **22-**     **Admission is central** |
| **23-**     **Student's desire.** |
| **24-**     **Competitive rate between departments.** |
| 238. The most important sources of information about the program |
| **1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the specialty**Research and library methodology**.** <br><br> **15-**     **International information network .** <br> **16-**     **Personal experience of the person teaching the course.** |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Research and library methodol | L 347 | Third |

ogy

# Course description form

## M . Dr. Mustafa Sabah Mahudar

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| University of Misan /Ministry of Higher Education and Scientific Research | 155. Educational institution |
| Faculty of Education/ the department of Arabic language | 156. SectionScientific/ Center |
| L 347 | 157. Course name/code |
| Third stage students | 158. Available attendance forms |
| Annual | 159. Semester/year |
| (60) hours, (2) hours for each section | 160. Number of study hours(total) |
| | 161. Date this description was prepared |

162. Course objectives

22- Preparing students to teach a subjectResearch and library methodology

23- Preparing scientific researchers in the field of researchIn the subject of research and library methodology.

| |
|---|
| **24-**    Conduct researchAnd reports in the subject of research and library methodology. |
| |
| |
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| |

| |
|---|
| 163.   OutputsThe decisionTeaching, learning and evaluation methods |
| a-Cognitive objectives<br><br>    45-   Knows the concept of research and library methodology.<br>    46-   Explains the importance of studying the research and library methodology.<br>    47-   The study objectives for this course determine the research and library curriculum.<br>    48-   Distinguish between the objectives of studying research and library methodology.<br>    49-   Explains the characteristics of studying this subject.<br>    50-   It identifies the important characteristics that must be highlighted within the study of the research and library methodology subject. |
| B -Course-specific skills objectives<br><br>    22-   **Write a research paper.**<br>    23-   **Memorizing the names and personalities of authors in book indexes and scientific research methods to suit the nature of the lesson.**<br>    24-   **Learn methods of teaching a subject**Research and library methodology**.** |

## Teaching and learning methods

36- Modified lecture
37- Discussion .
38- Interrogation.
39- Brainstorming .
40- Motivational questions.

## Evaluation methods

16- 40% are semester exams, and daily attendance and participation are taken into consideration.
17- 10% attendance and participation
18- 50% end-of-semester exams.

## C-Emotional and value goals

29- Introducing the impact of science, scientists, philosophers, writers and poets on developmentResearch and library methodology .
30- Shows active interest in studying the subjectResearch and library methodology .
31- Developing positive attitudes towards the learning process.
32- Modifying negative trends in the learning and teaching process regarding the course.

## Teaching and learning methods

22- Brainstorming .
23- Discussion .
24- Complex questions in the specialty.

## Evaluation methods

Reward and motivation to raise morale through grades calculated within the daily evaluation.

D - General skills fQualificationMovable

29- Review the previous steps and their outcomes.
30- Access to scientific and literary developments through books and periodicals.
31- Continuous access to the international information network in the field of specialization.
32- Conducting debates and discussion sessions with specialists with the aim of developing knowledge

| 164. Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | An idea about the method in human life | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The first week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion and dialogue | Types of research methods<br><br>And its | Students' control of this subject and its theoretical and applied understanding, and | 2 | second week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | (3) Display on the electronic display | circulation between civilizations | their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Reasons for writing research | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Characteristics of scientific research | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams (2) | (1) Presentation | The original conditions | Students' control of this subject and its | 2 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| Memorization duties. (3) Student attendance and participation during the lecture | (2) Discussion and dialogue | of the researcher | theoretical and practical understanding, and their ability to perceive and assimilate it and transform it into the ability to understand, speak, and convey this.<br><br>Knowledge for others | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Supplementary conditions for the researcher | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams<br><br>(2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | Research levels | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to | 2 | Seventh week |

| | | | others. | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | An introduction to the books written in science, their types, and their works | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The eighth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Introduction to a variety of Arabic language books | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week nine |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Introduction to a variety of Arabic literature books | Evaluating the extent of understanding of previous literary topics | 2 | The tenth week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | **Introduction to a range of Islamic Sharia science books** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | Week eleven |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | **Introduction to a range of science books and general knowledge in the culture of Islamic civilization** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | The twelfth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Introduction to books on scientific research methodology, especially** | **Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to** | 2 | The thirteenth week |

| participation during the lecture | | research methodology in language and literature | others | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(4) Display on the electronic display | **Conditions for choosing a research topic** | **Students' control of this topic, its theoretical and practical understanding, and their ability to understand it** | 2 | **The fourteenth week** |
| (1) Oral exams<br><br>(2) DutiesResearch<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | **How to choose a research topic** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The fifth weekR** |
| | (1) | **Position with the research** | **Evaluating the extent of theoretical** | 2 | **Sixteenth week** |

| (1) Oral exams (2)A surprise exam (3) Students' attendance and participation during the lecture | Presentation (2) Discussion and dialogue (3) Displayed on the electronic display | supervisor | understanding of previous topics | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Reading to familiarize yourself with the research topic and to initially make a plan | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Seventeenth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | How to collect search information in the registry | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Eighteenth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the | (1) Presentation (2) Discussion and dialogue | How to collect search information in fragments | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Week nineteen |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | | | |
| (1) Oral exams<br>(2) Conservation duties<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue | Notes about the information gathering stage | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |
| (1) Oral exams<br>(2) Conservation duties<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue | Distribution of fragments according to research topics | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Twenty-first week |
| (1) Oral exams<br>(2) Research duties<br>(4) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Display on the electronic display | Develop an expanded plan | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Twenty-second week |
| (1) Oral exams<br>(2) Research duties<br>(3) Students' attendance and | (1) Presentation<br>(2) Discussion and dialogue | Make a draft | Students' control of this subject, its theoretical understanding, and their ability to | 2 | Twenty-third week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | (3) Presentation on the electronic display | | perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Notes on drafting | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-fourth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Candida action<br><br>The first | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-fifth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Attitude towards literary texts | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-sixth week |
| (1) Oral exams<br><br>(2) Conservation | (1) Presentation<br><br>(2) Discussion | Reading for unity and organization | Students' control of this subject, its theoretical | 2 | Twenty-seventh week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue<br><br>(3) Examples of literary models<br><br>(4) Display on the electronic display | of research | understanding, and their ability to perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Literary examples<br><br>(4) Display on the electronic display | Candida action<br><br>the second | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-eighth week |
| (1) Oral exams<br><br>(2) Conservation and research duties.<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples of models<br><br>(4) Display on the electronic display | Apply punctuation marks | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-ninth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature | First printing | Evaluating the extent of theoretical understanding of previous literary topics | 2 | Week thirtieth |

| | | | | | |
|---|---|---|---|---|---|
| lecture | books<br><br>(4) Display on the electronic display | | | | |
| (1) Oral exams<br><br>(2) Homework<br><br>(3) Trainings and activities<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from students' real life<br><br>(4) Display on the electronic display | **Discussion** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | **The thirty-first week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Examples from literature<br><br>(4) Display on the electronic display | **Second edition** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | **2** | **The thirty-second week** |

| | 165. Infrastructure |
|---|---|
| Choosing modern, detailed educational books, such as the Literary Research Method by Dr. Ali Jawad Al-Taher, and The Library and Research Method by Dr. Hatem Saleh.<br><br>Guarantor. | 15-      Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 16-      Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ض-      Recommended books and references (scientific journals, reports,...) |
| The comprehensive library on the Internet, which includes everything related to the course in precise and clear detail. | ط- Electronic references, websites... |

| 20- | Course development plan |
|---|---|
| Enriching the curriculum with practical aspects related to the teaching profession. | |

## 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.**

| University of Maysan/Ministry of Higher Education and Scientific Research | 239. Educational institution |
|---|---|
| Faculty of Education | 240. University department/center |
| the department of Arabic language/Faculty of Education | 241. Name of the academic or professional program |
| Bachelor's degree in Arabic language | 242. Name of the final certificate |
| Annual system | 243. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 244. Accredited accreditation program |
| Ministry of Education/other institutions in the country | 245. Other external influences |

|  | 246. Date the description was prepared |
|---|---|
| 247. Objectives of the academic program:<br><br>Making the product resulting from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the best scientific and educational levels. | |
| | |
| | |
| | |

| 248. Required program outcomes and teaching, learning and evaluation methods |
|---|
| A- Cognitive objectives<br><br>1 -Enabling students to obtain knowledge and understanding of the intellectual framework of modern criticism.<br><br>2- Preparing students for the teaching profession in secondary schools. |

3- Preparing students for the profession of teaching modern criticism in secondary schools

B - The program's skill objectives

34-    Determines the mechanism for transferring theoretical knowledge to the applied aspect within the classroom.
35-    Applies modern criticism strategies in the school classroom.
36-    Applies appropriate methods to reduce the effect of forgetting.
**37-**    Applies learning theories in educational situations.

Teaching and learning methods

1- Use the lecture to provide students with the basics and topics related to the knowledge described in (A).

2- Discussion: The study materials are clarified and explained by the academic staff.

3- Directing students to visit the library and the International Informatics Network to obtain information.

Evaluation methods

40% semester exams, and daily attendance and participation are taken into account.

10% attendance and participation

50% end-of-semester exams.

C- Emotional and value-based goals

33-    Analysis of some topics of modern criticism
34-    Compares the topics of modern criticism and the extent of their development.
35-    Evaluates famous critical scholars.
36-    Explains the reasons for the differences between curricula.

| Teaching and learning methods |
|---|
| 33-       Assigning students to make reports regarding the ongoing lecture.<br>34-       Questioning students through a set of thinking questions on some topics.<br>35-       Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.<br>36-       Teaching students how to build their ways of thinking. |
| Evaluation methods |
| 25-       Stimulating the element of motivation among students by rewarding the applicant with grades.<br>26-       The correct answer is counted as an approved model answer in the daily or final exam.<br>27-       Supporting students who have good competence. |

| 249. Program structure and duration (one year only), second stage | | | | |
|---|---|---|---|---|
| Credit hours | | Name of the course or course | Course or course code | Educational level |
| practical | theoretical | | | |
| nothing | (60) hours annually<br><br>(2) hours for each section | Comparative literature | | The fourth stage |
| | | | | |
| | | | | |
| | | | | |

| 250. Planning for personal development |
| --- |
| **33-**      **The curriculum denies taking into account students' inclinations.** <br> **34-**      **There must be a compatibility between learning methods and the characteristics of students' development.** <br> **35-**      **The teacher must have an influential personality among his students.** <br> **36-**      **Periodic (annual) updating of approved training plans.** |
| 251. Admission standard (establishing regulations related to admission to the college or institute) |
| **25-**      **Admission is central** <br> **26-**      **Student's desire.** <br> **27-**      **Competitive rate between departments.** |
| 252. The most important sources of information about the program |
| **1- Books, periodicals, theses and university theses that meet the latest study requirements in the comparative literature major** <br><br> **17-**      **International information network .** <br> **18-**      **Personal experience of the person teaching the course.** |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | |
| Transferable general and qualifying skills<br><br>(Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic<br><br>Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Comparative literature | | Fourth |

# Course description form

## Mr. Dr. Khaled Mohammed Saleh

## 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.

| | |
|---|---|
| University of Maysan / Ministry of Higher Education and Scientific Research | 166. Educational institution |
| Faculty of Education/ the department of Arabic language | 167. Scientific department/center |
| | 168. Course name/code |
| Fourth stage students | 169. Available attendance forms |
| Annual | 170. Semester/year |
| (60) hours, (2) hours for each section | 171. Number of study hours (total) |
| | 172. Date this description was prepared |

173. Course objectives

25-     Preparing students to teach modern literary criticism.

26-     Preparing good scientific researchers in the field of research in modern literary criticism.

**27-**     Conducting research, reports, and seminars on modern literary

criticism.

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174. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

51- Knows the concept of comparative literature.
52- Shows the importance of studying comparative literature
53- Determines the study objectives for this course
54- Distinguish between the goals of studying comparative literature
55- Explains the characteristics of studying this subject.
56- Highlighting the characteristics of studying comparative literature.

B - The skills objectives of the course

25- **Writing research and studies specialized in**Modern literary criticism.
26- **Use medium and high-level linguistic and critical terms to suit the nature of the lesson.**
27- **Learn methods of teaching a subject**Modern literary criticism**.**

Teaching and learning methods

41- Modified lecture
42- Discussion .
43- Interrogation.
44- Brainstorming .

| |
|---|
| 45-     Motivational questions. |

| Evaluation methods |
|---|
| 19-     40% are semester exams, and daily attendance and participation are taken into consideration.<br>20-     50% end-of-semester exams. |

| C- Emotional and value goals |
|---|
| 33-     Introducing the impact of comparative literature on the development of the Arabic language.<br>34-     He shows an active interest in studying comparative literature<br>35-     Developing positive attitudes towards the learning process.<br>36-     Modifying negative trends in the learning and teaching process. |

| Teaching and learning methods |
|---|
| 25-     Brainstorming .<br>26-     Discussion .<br>27-     Complex questions in the specialty. |
| Evaluation methods |
| Reward and motivation to raise morale through grades calculated within the daily evaluation. |

| D - General and rehabilitative transferable skills |
|---|
| 33-     Review the previous steps and their outcomes.<br>34-     Access to scientific developments through books and periodicals.<br>35-     Continuous access to the international information network in the field of specialization.<br>36-     Conducting discussion sessions with specialists with the aim of developing knowledge and personal information. |

| 175.   Course structure |
|---|

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Introducing the concept of comparative literature - the importance of criticism and its relationship with other sciences.** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | **The first week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Comparative literature - origins and development.** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 2 | second week |
| (1) Oral exams (2) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue | **Literary relations** | **Students' control of this subject and its theoretical and applied understanding, and their ability to** | 2 | the third week |

| lecture | (3) Display on the electronic display | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Features of comparisons in heritage | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | fourth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | The impact of the Romantic movement on comparative literature | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | The impact of the scientific movement on the emergence of comparative literature | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Schools of comparative literature and the importance of studying them | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Seventh week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | French school | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to | 2 | The eighth week |

| Week | | | | | |
|---|---|---|---|---|---|
| | | understand and speak, and transfer this knowledge to others. | | | |
| Week nine | 2 | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | **American School** | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture |
| The tenth week | 2 | **Evaluating the extent of understanding of previous literary topics** | **Russian school** | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture |
| Week eleven | 2 | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to | **"The Arab School" Arabic Works** | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture |

| (1) Oral exams  (2) Research duties  (3) Students' attendance and participation during the lecture | (1) Presentation  (2) Discussion and dialogue  (3) Presentation on the electronic display | Fields of comparative literature | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twelfth week |
|---|---|---|---|---|---|
| (1) Oral exams  (2) Conservation duties  (3) Students' attendance and participation during the lecture | (1) Presentation  (2) Discussion and dialogue  (3) Display on the electronic display | Influence and influence | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 2 | The thirteenth week |
| (1) Oral exams  (2) Conservation duties  (3) Students' attendance and participation during the lecture | (1) Presentation  (2) Discussion and dialogue  (4) Display on the electronic display | Similarities and differences | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 2 | The fourteenth week |

| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Balancing and comparison | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifteenth week |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | Intertextuality and comparison | Evaluating the extent of theoretical understanding of previous topics | 2 | Sixteenth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Literary genres | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Seventeenth week |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion | Cultural globalization | Students' control of this topic, its theoretical understanding, and their ability to | 2 | Eighteenth week |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | and dialogue | | comprehend it and transfer this knowledge to others | | |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Photology** | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Week nineteen |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Human models** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twentieth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **General applied studies** **The impact of Islamic culture on the epic "Paradise** | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Twenty-first week |

| | | | | | |
|---|---|---|---|---|---|
| | | Lost". | | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | The impact of One Thousand and One Nights on Eastern and Western literature | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Twenty-second week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The impact of Arabic poetry on the poetry of the Troubadours | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Western influences on modern Arabic literature | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-fourth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and | (1) Presentation<br><br>(2) Discussion and dialogue | Applications on the influence of Western | Students' control of this subject, its theoretical understanding, and their ability to | 2 | The twenty-fifth week |

| participation during the lecture | (3) Presentation on the electronic display | literature on poetry and stories | perceive and absorb it and transfer this knowledge to others | | |
|---|---|---|---|---|---|

| 176. Infrastructure | |
|---|---|
| Choose modern, detailed educational books. | 17- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 18- Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ط- Recommended books and references (scientific journals, reports,...) |
| The morphological library is available on the Internet, which includes everything related to the course in precise and clear detail. | ع- Electronic references, websites... |

| 21- Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching profession. |

**Description of the academic program:**

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

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 253. Educational institution |
| Faculty of Education | 254. Scientific department/center |
| Department of Arabic Language / College of Education | 255. Name of the academic or professional program |
| Bachelor's degree in Arabic Language and Literature | 256. Name of the final certificate |
| Annual system | 257. Academic system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 258. Accredited accreditation program |
| Ministry of Education/other institutions in the country | 259. Other external influences |
| | 260. Date the description was prepared |
| 261. Objectives of the academic program: | |
| a). Providing the student teacher with theoretical and applied knowledge in | |

| teaching methods. |
| :-- |
| B) . Applying applied learning theories in education and psychology in a way that can help develop the effectiveness of the teaching and learning processes in school. |
| c). Preparing a learning environment that encourages positive social interaction and active participation in learning. |
| Dr). Providing the student teacher with communication skills. |
| e). Training the student to use appropriate methods for teaching the Arabic language. |
| And ).PreparationThe student is nourished with educational materials so that he becomes able to teach through observation and application material. |
| |
| g). Strengthening the student's ability to use educational methods. |

| 262. Required program outcomes and teaching, learning and evaluation methods: |
| :-- |
| ┴ Cognitive objectives:<br>A1- Remembering: This means behavioral situations that emphasize remembering<br><br><br>A2- Comprehension: It means situations that require the learner to translate based on understanding certain ideas or...<br><br>Specific conditions<br><br>Original meaning. Example: The student explains the appellate sentence<br><br>.<br><br>A3- Application: It means applying what has been previously learned in new |

situations. Example/.

That the student is able to know the appropriate methods for teaching Arabic grammar for the intermediate stage.

A4- Analysis: it means.

For the student to extract lessons and lessons from the sermon

Receiving fastingTo the Messenger Muhammad (may God bless him and grant him peace).

A5- Synthesis: This means the learner's ability to connect elements or parts of knowledge to form a meaningful whole.

.

A6- aTo evaluate: This means the learner's ability to form some criteria by which an idea or idea can be judged

A specific rule or interpretation. Example/ The student should express his opinion on the following verses (……) of the poem "…."

## B - Skills objectives of the program:

B1 - Determines the mechanism for transferring theoretical knowledge to the applied side.

B2 - Applies teaching methods strategies within the school classroom.

B3 - Apply appropriate methods to reduce the effect of forgetting.

B4 - Applies teaching methods in the educational process.

B5- The student writes an essay on a typewriter.

B6- The student should draw the letter Taa' accurately.

.

| |
|---|
| **Teaching and learning methods:** |
| **1) Using the method of presentation and lecture to provide students with the basics and topics related to knowledge** <br><br> **shown in (1).** <br><br> **2) ExplanationmethodBy the academic staff.** <br><br> **3) Directing students to visit the library to obtain information and facts.** <br><br> **4) Teaching students to build a teaching plan (teaching branches of the Arabic language) and apply it on the blackboard** <br><br> **.** |
| **Evaluation methods:** |
| **(40%) Semester exams, and daily attendance and participation are taken into consideration.** <br><br> **10% attendance and participation** <br><br> **(50%) End-of-semester exams.** |
| **C- Emotional and value goals:** <br><br> **C1- The student should listen carefully to the teacher's explanation of the importance of teaching methods.** <br><br> **C2- For the student to feel the importance of methods of teaching Arabic grammar.** <br><br> **C3- For the student to become familiar with the criteria for correcting dictation.** <br><br> **C4- The student should describe the importance of teaching rhetoric.** <br><br> **C5 - The student should participate in classroom activities.** |

**C6- Compares creative expression and functional expression.**

**C7 - To explain the Harbertian theory in teaching Arabic grammar**

**Teaching and learning methods:**

**1) Assigning students to make plans for teaching the Arabic language.**

**2) Questioning students through daily tests**

**.**

**3) Forming discussion circles.**

**4) Teaching students how to build thinking methods.**

**Evaluation methods:**

**1) Raising the element of motivation among students.**

**2) Counting the correct and correct answer as a typical answer used in the daily exam.**

**3) Supporting students who have good competence in accordance with the department's requirements.**

**D - General and qualifying skills that are transferred**

**D1- Review the previous steps and their outcomes.**

**D2- Access to scientific and educational developments through books and periodicals.**

**D3- Continuous access to the international information network.**

**D4- Conducting debates and seminars with those with specific specializations for the purpose of developing knowledge and information**

| .                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------|
| **Teaching and learning methods:**                                                                                                             |
| 8) Modified lecture.<br>9) Discussion .<br>10)    Interrogation.<br>11)    Diction.<br>12)    Problem Solving .<br>13)    Brainstorming .<br>14)    Direct questions (encouraging and motivational). |
| **Evaluation methods:**                                                                                                                        |
| **Reward and motivation to raise morale through grades calculated within the daily evaluation.**                                               |
| **263. Program structure: Duration (one year only), third stage.**                                                                             |

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| (60)One hour per year<br><br>(21 hour for each division | (30)One hour per year<br><br>(11 hour for each division. | View and apply | MET 349 | aFourth |
| | | | | |
| | | | | |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

| **264.   Planning for personal development:** |
|---|
| **1- The curriculum denies taking into account students' inclinations and trends.**<br><br>**2- The curriculum should be adapted to the students' present and future**<br><br><br>**3- The teacher must have an influential personality among his students**<br><br>**.**<br><br>**4- Periodic (annual) updating of approved training plans.** |
| **265.   Admission standard (establishing regulations related to admission to the college or institute):** |
| **1- Admission: Central.**<br><br>**2- The student's desire.**<br><br>**3- Competitive rate between departments.** |
| **266.    The most important sources of information about the program:** |
| **1- Modern books and references specialized in the subject (methods of teaching the Arabic language), and periodicals**<br><br>**Published in magazines.**<br><br>**2- International Information Network (Internet).**<br><br>**3- The personal experience of the person teaching the course.** |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General and qualifying transferable skills (other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| ⟋ | ✓ | ✓ | ⟋ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ⟋ | ✓ | Basic | View and apply | | Third |

| | | | | | | | | | | | | | | | | MET 349 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | |
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# Course description form

## M. M. Taqi Saad Jassim

**Course description:**

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

| | |
|---|---|
| 177. Educational institution | universityMaysan/ Ministry of Higher Education and Scientific Research. |
| 178. Scientific department/center | College of Education/Department of Arabic Language. |
| 179. Course name/code | MET 349 |
| 180. Available attendance forms | Stage studentsFourth |
| 181. Semester/year | Annual |
| 182. Number of study hours (total) | (90(hour / by)31 hour for each division |
| 183. Date this description was prepared | |

**184. Course objectives:**

ت) Preparing students to teach the subject of Arabic language teaching methods and curricula.

ث) Preparing educational and scientific researchers in the field of research on methods of teaching the Arabic language and its curricula.

c) Conduct research and reports onView and apply

D) Building the ability of students to create the structures of teaching plans for all branches of the Arabic language and all its types (daily

, monthly, quarterly, and yearly).

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

 A- Cognitive objectives:

   A1- He knows the concept of teaching, ancient and modern.

   A2- Explains the importance of teaching the Arabic language.

   A3- Specifies the study objectives for this course (methods of teaching the Arabic language and its curricula).

   A4- Distinguish between the objectives of studying (branches of the Arabic language).

   A5- Explains the characteristics of studying this subject

   A6- Determines the important characteristics that must be highlighted within the study of the subject (Methods of language teaching

   Arabic ) .

 B - Skills objectives for the course:

   1- Review the previous steps and their outcomes.

   2- Access to scientific and educational developments through books and periodicals.

   3- Continuous access to the international information network in the field of specialization.

  4- Conducting discussions and sessions with those with specific specializations

   .

 Teaching and learning methods:

 8)  Modified lecture.
 9)  Discussion .

| |
|---|
| 10) **Interrogation.** |
| 11) **Diction.** |
| 12) **Problem Solving .** |
| 13) **Brainstorming .** |
| 14) **Direct questions (encouraging and motivational).** |

**Evaluation methods:**

Reward and motivation to raise morale through grades calculated within the daily evaluation.

**C- Emotional and value goals:**

C1- That the student learns about the impact of science and scientists in developing curricula, especially in (methods

Teaching the Arabic language).

C2- That the student read for two hours without getting bored

C3- The student should not interrupt his classmates while discussing an issue in class.

C4- To show effective interest in studying teaching methods

C5- Developing positive attitudes towards: the learning process.

C6- Modifying negative trends in the learning and teaching process regarding the course.

**Teaching and learning methods:**

1- Interrogation.

2- Delivering and lecturing.

**3- Discussion.**

**4- Exploration.**

**5- Solving problems.**

**6- Brainstorming.**

**7- Motivational questions.**

**Evaluation methods: Exams (daily, monthly and final)**

**D - General and qualifying skills that are transferredD1- Review the previous steps and their outcomes.**

    **D2- Access to scientific and educational developments through books and periodicals.**

    **D3- Continuous access to the international information network in the field of specialization.**

    **D4- Conducting debates and seminars with those with specific specializations for the purpose of developing knowledge and information**

    **Personal .**

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| **186.   Course structure:** | | | | | |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Display Introductory.<br><br>2) Discussion and dialogue. | Sources for studying methods of teaching the Arabic language | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The first week |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | The concept of teaching methods, the foundations of good teaching, and general and specific teaching objectives | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and | 3 | second week |

| | | | | | |
|---|---|---|---|---|---|
| the lecture | | | transfer this knowledge to others. | | |
| 1) Oral exams. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | The development of the teaching method, including: lecture, discussion, and scientific thinking | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | the third week |
| 1) Oral exams. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | Unit method and survey method. Exploratory, problem-solving method | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this | 3 | fourth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | knowledge to others. | | |
| 1) Oral exams. <br><br> 2) Research duties <br><br> 3) Students' attendance and participation during the lecture | 1) Presentation. <br><br> 2) Discussion and dialogue. <br><br> 3) Display on the electronic display. | Conditions of the method, its formulation and characteristics of good questions. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifth week |
| 1) Oral and written tests. <br><br> 2) Research duties <br><br> 3) Students' attendance and participation during the lecture | 1) Presentation. <br><br> 2) Discussion and dialogue. <br><br> 3) Display on the electronic display. | The concept of grammar, and the most important methods of teaching it: <br><br> The inductive method, the meaning of induction, its history, features, and steps for teaching it | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | the sixth week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | The standard method for teaching Arabic grammar, the concept of analogy, its importance, features, and steps for teaching it. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The seventh week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | The textual method in teaching Arabic grammar, its importance, features, and steps for teaching it. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The eighth week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1) Written tests. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | Models of the structure of the plan for teaching Arabic grammar. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The ninth week |
| 1) Oral exams. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | The concept of reading, the goals of reading, and its types. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The tenth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | others. | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Steps for teaching reading. And models of the structure of the reading teaching plan. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The eleventh week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Teaching literary texts:<br><br>The concept of literary text, goals of teaching texts.<br><br>Steps for teaching texts. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The twelfth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | others. | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Teaching the history of literature:<br><br>- His concept.<br><br>-His goals.<br><br>- Steps to teach it. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The thirteenth week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Teaching dictation: The concept of dictation.<br><br>Objectives of teaching dictation.<br><br>Types of dictation. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The fourteenth week |

| | | | others. | | |
|---|---|---|---|---|---|
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Steps for teaching dictation and criteria for correcting it. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifteenth week |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Teaching expression:<br><br>The concept of expression.<br><br>Its objectives and types.<br><br>- Steps to teach it. | Students master this topic and understand it theoretically and practically. | 3 | The sixteenth week |
| 1) Oral | 1) | Teaching oral | Students' | 3 | The |

| exams. 2) Research duties 3) Students' attendance and participation during the lecture | Presentation. 2) Discussion and dialogue. | and written expression, and the importance of each of them. | control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | seventeenth week |
|---|---|---|---|---|---|
| 1) Oral exams. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. | Expression correction criteria. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The eighteenth week |
| 1) Oral | 1) Presentati | | Students' control of this | 3 | The nineteenth |

| exams. 2) Research duties 3) Students' attendance and participation during the lecture | on. 2) Discussion and dialogue. 3) Display on the electronic display. | Studying structural models and building a plan for teaching expression. | subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | week |
|---|---|---|---|---|---|
| 1) Oral exams. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. | Teaching rhetoric: - Its concept. - Its goals. Foundations of teaching rhetoric. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twentieth week |
| 1) Oral and written | 1) Presentati | Methods of teaching | Students' control of this subject, its | 3 | Twenty-first week |

| tests. 2) Research duties 3) Students' attendance and participation during the lecture | on. 2) Discussion and dialogue. | rhetoric: The standard method in teaching rhetoric, its definition, importance, and teaching steps | theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| 1) Oral and written tests. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | The inductive method in teaching rhetoric, its definition, importance, and steps for teaching it. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twenty-second week |
| 1) Oral exams. 2) | 1) Presentation. | Steps for teaching and analyzing | Students' control of this subject, its theoretical and | 3 | The twenty-third week |

| | | | | | |
|---|---|---|---|---|---|
| Research duties<br><br>3) Students' attendance and participation during the lecture | 2) Discussion and dialogue.<br><br>3) Display on the electronic display. | rhetoric. | practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue.<br><br>3) Display on the electronic display. | Studying models of the structure of building a plan for teaching rhetoric. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twenty-fourth week |
| 1) Oral and written tests.<br><br>2) | 1) Presentation.<br><br>2) | Planning in teaching:<br><br>The concept of planning. | Students' control of this subject, its theoretical and practical | 3 | The twenty-fifth week |

| | | | | | |
|---|---|---|---|---|---|
| Research duties<br><br>3) Students' attendance and participation during the lecture | Discussion and dialogue. | Planning steps.<br><br>Types of planning:<br><br>- The comprehensive.<br><br>Partial. | understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral exams.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue. | The importance of lesson planning.<br><br>Factors affecting educational planning. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Twenty-sixth week |
| 1) Oral exams.<br><br>2) Research duties | 1) Presentation.<br><br>2) Discussion | Successful educational planning in education is the importance of | Students' control of this subject, its theoretical and practical understanding, | 3 | The twenty-seventh week |

| 3) Students' attendance and participation during the lecture | and dialogue. | preparing the plan by the teacher. | and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| 1) Oral and written tests. 2) Research duties 3) Students' attendance and participation during the lecture | 1) Presentation. 2) Discussion and dialogue. 3) Display on the electronic display. | Types of study plans that the teacher undertakes to teach the Arabic language in one academic year: (annual, quarterly, monthly, daily) | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The twenty-eighth week |
| 1) Oral and written tests. 2) Research duties | 1) Presentation. 2) Discussion and | Studying models of the structure of building a plan for teaching the Arabic | Students' control of this subject, its theoretical and practical understanding, and their ability | 3 | The twenty-ninth week |

| | | | | | |
|---|---|---|---|---|---|
| 3) Students' attendance and participation during the lecture | dialogue.<br><br>3) Display on the electronic display. | language in all its branches according to the plans drawn up in one academic year. | to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| 1) Oral and written tests.<br><br>2) Research duties<br><br>3) Students' attendance and participation during the lecture | 1) Presentation.<br><br>2) Discussion and dialogue. | Calendar :<br><br>- His concept.<br><br>- Its importance.<br><br>The role of evaluation in teaching methods. | Students' control of this subject, its theoretical and practical understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The thirtieth week |

| 187.  Infrastructure : | |
|---|---|
| Choosing modern books of an educational, pedagogical and detailed nature. | 1- Required prescribed books |
| The most important modern books on methods of teaching the Arabic language, with an understandable and uncomplicated scientific and academic style. | 2- Main references (sources) |

| | |
|---|---|
| Some books, references, dissertations, dissertations, and periodicals (research, articles, and reports) that include the prescribed vocabulary are recommended. | Recommended books and references (scientific journals, reports,...) |
| Educational book sites available on the Internet, which contain information related to the course in a detailed, accurate and clear manner. | B - Electronic references, Internet sites... |

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| **188.Course development plan:** |
| - Adding vocabulary to the curricula as part of the development occurring in each course, at a rate not exceeding 10%.<br><br>Enriching the curriculum with practical aspects related to the teaching profession. |

## Description of the academic program

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| 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. |

| | |
|---|---|
| University of Maysan / Ministry of Higher Education and Scientific Research | 267. Educational institution |
| Faculty of Education | 268. The sectionscientific/ Center |

| | |
|---|---|
| the department of Arabic language | 269. Name of the academic programOr professional |
| Bachelor's degree in Arabic Language and Literature | 270. Name of the final certificate |
| Annual system | 271. School system: Annual/courses/others |
| Adopting the standards of the Association of Arab Universities | 272. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 273. Other external influences |
| | 274. Date the description was prepared |

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| 275. Objectives of the academic program |
| Making the product that emerges from the Arabic Language Department in the College of Education an effective element in community service and communication |
| The educational message required above is the best scientific and educational levels |
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| 276. | The outputs of theprogramRequired teaching, learning and evaluation methods |
|---|---|

أ- Cognitive goals

A1-Enabling students to obtain knowledge and understanding of the intellectual framework of modern Arabic poetry .

A2-Preparing students psychologically and educationally for the teaching profession in secondary schools.

A3-Preparing students psychologically and educationally for the profession of teaching modern literature in secondary schools.

B -Marathi goalsForprogram

B1 –It determines the transfer of theoretical knowledge to the practical aspect within the school classroom.

B2 –Apply modern literature strategies in the school classroom.

B3 -Applies appropriate methods to reduce the effect of forgetting.

B4- Applies learning theories in educational situations.

Teaching and learning methods

1-Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).

2- Through the method of questioning and discussion, the study subjects are clarified.

3- Directing students to visit the library and the international information network.

| Evaluation methods |
| --- |
| 40% are semester exams, and are taken into consideration and perseverance<br><br>10% daily attendance and participation.<br><br>50% end-of-semester exams. |

C- Emotional and value goals.

C1-Analyzing some prominent poems to determine their literary qualities.

C2-Compares literary and critical groups

C3-Some modern and contemporary poets reside

C4- It explains the reasons for the fame and emergence of some poets.

| Teaching and learning methods |
| --- |
| 1-Assigning students to make reports regarding the ongoing lecture<br><br>2- Interrogating students through a set of thinking questions on some topics.<br><br>3- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.<br><br>4- Teaching students how to build ways of thinking |

| Evaluation methods |
| --- |
| 1- Raising the element of motivation among students by rewarding the applicant with grades.<br><br>2- The correct answer is counted as an approved model answer in the daily or |

final exam.

3- Supporting students who have good competence in accordance with the department's requirements.

| 277. | Planning for personal development |

1-The curriculum denies taking into account students' inclinations.

2- The curriculum should be adapted to the students' present and future, and there should be compatibility between learning methods.

3- The teacher must have an influential personality on his students, because the student is influenced by the teacher

4- Periodic (annual) updating of approved training plans.

| |
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| 278. Acceptance criterion(situationRegulations related to college admission orinstitute) |
| 4- Central admission.<br>5- Student's desire.<br>6- Competitive rate between departments. |
| 279. The most important sources of information about the program |
| 4- Books, periodicals, theses, and university dissertations that meet the latest study requirements in the modern literature/poetry major.<br>5- International information network .<br>6- Personal experience of the person teaching the course. |

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| General skillsAnd qualifyingMovable( Other skills related to employability and personal development) | | | | Emotional and value goals | | | | ObjectivesSkills YehForprogram | | | | ObjectivesIDYH | | | | Basic<br><br>Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Basic | Modern Arabic Literature /Poetry | 0443 | Fourth |

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# Course description form

## a. M.D. Ali Abdul Rahim Karim

## 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 opportunities.LearningAvailable.

| | |
|---|---|
| University of Maysan/Ministry of Higher Education and Scientific Research | 189. Educational institution |
| College of Education/Department of Arabic Language | 190. The sectionscientific/ Center |
| 0443 | 191. Course name/code |
| Fourth stage students | 192. Available attendance forms |
| Annual | 193. Semester/year |
| (60) hours, (2) hours for each section | 194. Number of study hours(total) |
| | 195. Date this description was prepared |
| 196. Course objectives | |
| 4- Preparing students to teach modern literature/poetry | |
| 5- Preparing scientific researchers in the field of research in modern literature/poetry | |
| 6- Conducting research and reports on modern literature/poetry | |
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| 38.The outputs of theEstablishedTeaching, learning and evaluation methods |
|--|
| A- NoCognitive goals<br><br>A1-Knows the concept of modern literature/poetry.<br><br>A2-Shows the importance of studying modern literature/poetry.<br><br>A3-Determines the study objectives for this course (modern literature/poetry).<br><br>A4-Distinguish between the goals of studying modern literature/poetry.<br><br>A5-Explains the characteristics of studying this subject.<br><br>A6-It identifies the important characteristics that must be highlighted within the study of modern literature/poetry. |
| B -ObjectivesSkillsYehForEstablished.<br><br>B 1 -He writes a research paper, and writes specialized research and studies in various fields of literature, especially modern literature/poetry.<br><br>B2 –Memorizing the names, personalities, and poems of prominent writers and poets, and using intermediate and high-level linguistic and critical terms to suit the nature of the lesson.<br><br>B3 –Learn methods of teaching modern literature.<br><br>B4- |
| Teaching and learning methods |

| | |
|---|---|
| 6- Modified lecture.<br>7- Discussion .<br>8- Interrogation.<br>9- Brainstorming .<br>10- Motivational questions. | |
| Evaluation methods | |
| 3- 40% semester exams, taking into account attendance<br>4- 10% daily attendance and participation.<br>5- 50% end-of-semester exams. | |
| C-Emotional and value goals<br><br>37- Analyzing some prominent poems to determine their literature.<br>38- Compares the chapters and eras of modern and contemporary literature.<br>39- Some famous poets and writers reside there.<br>It explains the reasons for the fame and emergence of some poets and writers. | |
| Teaching and learning methods | |
| 37- Assigning students to make reports regarding the ongoing lecture.<br>38- Questioning students through a set of questions about the topics.<br>39- Forming discussion circles that reward the student's answers.<br>Teaching students how to build their ways of thinking and analysis. | |
| Evaluation methods | |

28-	Stimulating the element of motivation among students by rewarding the applicant with grades.

29-	The correct answer is counted as an approved model answer in the exam.

Supporting students who have good competence in accordance with the department's requirements.

D - General skills fQualificationMovable

D1-Review the previous steps and their outcomes.

D2-Access to scientific and literary developments.

D3-Continuous access to the international information network in the field of specialization.

D4-Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information.

| 39.Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| (1) Oral exams (2) Research duties (3) Students' | (1) Presentation (2) Discussion and dialogue | Modern and contemporary Arabic poetry, terminology, concept, and the most important poetic schools | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend | 2 | **The first week** |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | | | it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | School of Biology, Mahmoud Sami Al-Baroudi | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **second week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation | (1) Presentation (2) Discussion and dialogue | Mahmoud Sami Al-Baroudi | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and | 2 | **the third week** |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | | | transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Ahmad Shawqi | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **fourth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Muhammad Saeed Al-Haboubi | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **The fifth week** |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Al-Rusafi | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **the sixth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Abdul Mohsen Al-Kazemi | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Seventh week** |
| (1) Oral exams (2) Research | (1) Presentation (2) | Overseas School, Al-Rabita Al-Qalamyah | Students' control of this subject, its theoretical and | 2 | **The eighth week** |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | Discussion and dialogue | | practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Elijah Abu Madi, Elias Abu Shabaka | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Week nine** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' | (1) Presentation<br><br>(2) Discussion and dialogue | Andalusian League, Shafiq Al-Maalouf | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend | 2 | **The tenth week** |

| | | | | | |
|---|---|---|---|---|---|
| attendance and participation during the lecture | | | it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Rashid Salim Al-Khoury | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Week eleven** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation ion | (1) Presentation<br><br>(2) Discussion and dialogue | Diwan group | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and | 2 | **The twelfth week** |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | | | transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Abdul Rahman Shukri | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **The thirteenth week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Apollo group | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **The fourteenth week** |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Ibrahim Naji | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **The fifth weekR** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Ali Mahmoud Taha, Omar Abu Risha | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Sixteenth week** |
| (1) Oral exams<br><br>(2) Research | (1) Presentation<br><br>(2) | Free poetry leadership and terminology | Students' control of this subject, its theoretical and | 2 | **Seventeenth week** |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | Discussion and dialogue | | practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Badr Shaker Sayyab | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Eighteen th week** |
| | | | | | **Week nineteen** |
| | | Half year holiday | | | **The twentiet h week** |
| | | | | | **Twenty-first week** |

| | | | | | Twenty-second week |
|---|---|---|---|---|---|
| | Application of the fourth stage | | | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Nazik al-Malaika | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Twenty-third week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Salah Abdel Sabour, Mahmoud Darwish | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Twenty-fourth week** |
| (1) Oral | (1) | Prose poem, | Students' control | 2 | **The** |

| | | | | | |
|---|---|---|---|---|---|
| exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | Presentation<br><br>(2) Discussion and dialogue | Forget the Pilgrim, Adonis | of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | **twenty-fifth week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Zaher Al-Jizani | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Twenty-sixth week** |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during | (1) Presentation<br><br>(2) Discussion and dialogue | Contemporary poetic phenomena | Students' control of this subject, its theoretical and practical understanding, and their ability to comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to | 2 | **Twenty-seventh week** |

| the lecture | | | others. | | |
|---|---|---|---|---|---|

| 40.Infrastructure | |
|---|---|
| Choose modern, detailed educational books. | 1- Required prescribed books |
| The most important books within the specialty must be of an understandable and uncomplicated academic style. | 2- Main references (sources) |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | Recommended books and references(Scientific journals, reports,...) |
| A modern book library on the Internet that includes everything related to the course in an accurate and clear manner. | B - Electronic references, Internet sites... |

| 41.Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching profession. |

# 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.

| | |
|---|---|
| University of Maysan/Ministry of Higher Education and Scientific Research | 280. Educational institution |
| Faculty of Education | 281. University department/center |
| the department of Arabic language /Faculty of Education | 282. Name of the academic or professional program |
| Doctorate of Philosophy in Arabic Language and Literature | 283. Name of the final certificate |
| Annual system | 284. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 285. Accredited accreditation program |
| Ministry of Education/other institutions in the country | 286. Other external influences |
| | 287. Date the description was prepared |

288. Objectives of the academic program:

Making the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest scientific and educational levels.

289. Required program outcomes and teaching, learning and evaluation methods

| A- Cognitive objectives |
| :--- |
| 1 -Enabling students to obtain knowledge and understanding of the intellectual framework of modern literary prose. |
| 2- Preparing students for the teaching profession in secondary schools. |
| 3- Preparing students to prepare for the profession of teaching modern literary prose topics in secondary schools |

| B - The program's skill objectives |
| :--- |
| 38- It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom. |
| 39- Applies strategiesPhilologyInside the school classroom. |
| 40- Applies appropriate methods to reduce the effect of forgetting. |
| **41-** Applies learning theories in educational situations. |

| Teaching and learning methods |
| :--- |
| 1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A). |
| 2- Through the method of questioning and discussion, the study subjects are clarified. |
| 3- Directing students to visit the library and the international network. |

| Evaluation methods |
| :--- |
| 40% semester exams, and daily attendance and participation are taken into account. |
| 10% attendance and participation |
| 50% end-of-semester exams. |

| C- Emotional and value-based goals |
| :--- |
| 40- Introducing students to the importance of narration and its scientific value. |
| 41- Revealing the features of the narrative. |
| 42- Identify the typical images known to narrative literature. |
| 43- Searching for the topic of narrative in the sources of our heritage. |

| Teaching and learning methods |
| :--- |
| 40- Assigning students to make reports regarding the ongoing lecture. |
| 41- Questioning students through a set of thinking questions. |
| 42- Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake. |
| 43- Teaching students how to build methods of thinking and analysis |

| Evaluation methods |
| :--- |
| 30- Stimulating the element of motivation among students by rewarding the |

applicant with grades.
31-     The correct answer is counted as an approved model answer in the daily or final exam.
32-     Supporting students who have good competence in accordance with the department's requirements.

## 290. Program structure and duration (one year only), fourth stage

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | () hours annually (2) hours for each section | Modern Arabic prose | | The fourth stage |
| | | | | |
| | | | | |
| | | | | |

## 291. Planning for personal development

**37-     The curriculum denies taking into account students' inclinations.**
**38-     The curriculum should be adapted to the students' present and future**
**39-     The teacher must have an influential personality among his students.**
**40-     Periodic (annual) updating of approved training plans. Adds style**
**41-**

## 292. Admission standard (establishing regulations related to admission to the college or institute)

**28-     Admission is central**
**29-     Student's desire.**
**30-     Competitive rate between departments.**

## 293. The most important sources of information about the program

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the specialtyModern narrative.**

    **19-     to talk nonsenseCryGlobal Communications.**

    **20-     Personal experience of the person teaching the course.**

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | Basic Or optional | Course Name | Course Code | Year/level |
| Transferable general and qualifying skills (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | | | | |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Modern Arabic prose | | Fourth |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## M0 Dr. Siraj Muhammad Yaqoub

## 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.

| | |
|---|---|
| University of Maysan/Ministry of Higher Education and Scientific Research | 197. Educational institution |
| Faculty of Education/ the department of Arabic language | 198. Scientific department/center |
| Modern Arabic prose | 199. Course name/code |
| Fourth stage students | 200. Available attendance forms |
| Annual | 201. Semester/year |
| () One hour / (2) hours for each section. Number of sections (4) | 202. Number of study hours (total) |
| | 203. Date this description was prepared |

204. Course objectives

    28-      Preparing students to teach modern prose.
    29-      Preparing scientific researchers in the field of narrative research.
    **30-**       Conducting research and reports on modern literary narratives.

## 205. Course outcomes and teaching, learning and evaluation methods

### A- Cognitive objectives
57- Knows the concept of modern narration and its origins.
58- It shows the importance of studying modern narration and its origins.
59- The study objectives for this course define modern literary prose.
60- Distinguish between the objectives of studying modern literary prose.
61- Explains the characteristics of studying this subject.
62- It identifies the important characteristics that must be highlighted within the study of modern literary prose.

### B - The skills objectives of the course
28- **Writing a research paper, writing specialized research and studies in a field**Modern narrative.
29- **Memorizing the names and characters of authors in modern narratives to suit the nature of the lesson.**
30- **Learn methods of teaching a subject**Modern literary prose**.**

### Teaching and learning methods
46- Modified lecture
47- Discussion .
48- Interrogation.
49- Brainstorming .
50- Motivational questions.

### Evaluation methods
21- 40% are semester exams, and daily attendance and participation are taken into consideration.
22- 10% attendance and participation
23- 50% end-of-semester exams.

### C- Emotional and value goals
37- Introducing the history and origins of modern prose.
38- Shows active interest in studying the subjectModern prose.
39- Developing positive attitudes towards the learning process.

| | |
|---|---|
| 40- Modifying negative trends in the learning and teaching process regarding the course. | |
| Teaching and learning methods | |
| 28- Brainstorming . <br> 29- Discussion . <br> 30- Complex questions in the specialty. | |
| Evaluation methods | |
| Reward and motivation to raise morale through grades calculated within the daily evaluation. | |
| D - General and rehabilitative transferable skills <br> 37- Review the previous steps and their outcomes. <br> 38- Access to scientific and literary developments through books and periodicals. <br> 39- Continuous access to the international information network in the field of specialization. <br> 40- Conducting debates and discussion sessions with specialists with the aim of developing knowledge. | |

## 206. Course structure

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Arabic narrative: its roots and components | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into | 2 | The first week |

| | | | | | |
|---|---|---|---|---|---|
| | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Arabic narrative: factors of its development** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | second week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Comprehensible narrative and boundaries** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Types of narration** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to | 2 | fourth week |

| | | | | | |
|---|---|---|---|---|---|
| | | | others. | | |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | the novelConcept and term | Students' control of this subject and its theoretical and practical understanding, and their ability to perceive and assimilate it and transform it into the ability to understand, speak, and convey this. Knowledge for others | 2 | The fifth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **The most important pioneers of the novel** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Application in the novel/novel Gossip over the Nile** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **Seventh week** |
| (1) Oral exams (2) Conservation duties | (1) Presentation (2) Discussion and dialogue | **Short** | Students' control of this subject and its theoretical and | 2 | **The eighth week** |

| (3) Students' attendance and participation during the lecture | | story/growing up | applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | The short story/artistic structure and application/ the story of the hearth's tale | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week nine |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Very short story | Evaluating the extent of understanding of previous literary topics | 2 | The tenth week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Study of technologies with application/ story of explosions | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week eleven |

| | | | | | |
|---|---|---|---|---|---|
| **Spring break** | | | | 2 | **The twelfth week** |
| | | | | 2 | **The thirteenth week** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (4) Display on the electronic display | **Review of the materials of the first chapter** | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 2 | **The fourteenth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Examination of the most important subjects in the first semester** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | **The fifteenth week** |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **The article/its origin** | **Evaluating the extent of theoretical understanding of previous topics** | 2 | **Sixteenth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **The article/its roots in ancient Arabic narrative** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to | 2 | **Seventeenth week** |

| | | | | | |
|---|---|---|---|---|---|
| | | | others | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | The most important pioneers of the article | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Eighteenth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Article types | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 2 | Week nineteen |
| **Application** | | | | 2 | The twentieth week |
| | | | | 2 | Twenty-first week |
| | | | | 2 | Twenty-second week |
| | | | | 2 | Twenty-third week |
| | | | | 2 | Twenty-fourth week |
| | | | | 2 | The fifth week And the twenty |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | The play/Western origins | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-sixth week |
| (1) Oral exams (2) Conservation | (1) Presentation (2) Discussion | Its roots in ancient | Students' control of this subject, its theoretical | 2 | Twenty-seventh week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br>(3) Students' attendance and participation during the lecture | and dialogue<br>(3) Examples of models<br>(4) Display on the electronic display | **Arabic prose** | understanding, and their ability to perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams<br>(2) Conservation duties<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Linguistic examples<br>(4) Display on the electronic display | **Types of modern theater** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-eighth week |
| (1) Oral exams<br>(2) Conservation and research duties.<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Examples of models<br>(4) Display on the electronic display | **Elements of the play** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The twenty-ninth week |
| (1) Oral exams<br>(2) A surprise exam<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Examples from literature books<br>(4) Display on the electronic display | **Literary biography/growth and roots in the Arabic narrative** | Evaluating the extent of theoretical understanding of previous linguistic topics | 2 | Week thirtieth |
| (1) Oral exams<br>(2) Homework<br>(3) Trainings and activities<br>(4) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Examples from reality<br>(4) Display on the electronic display | **Types of biography/autobiography and alterity** | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The thirty-first week |

| | 207. Infrastructure |
|---|---|
| Choose modern, detailed educational books, such as recently written books on modern narration. | 19-    Required prescribed books |
| A book of modern Arabic literature with the most important books within the specialty, which have an understandable and uncomplicated academic style. | 20-    Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | غ- Recommended books and references (scientific journals, reports,...) |
| The comprehensive library on the Internet, which includes everything related to the course in precise and clear detail. | ف- Electronic references, websites... |

| | 22-    Course development plan |
|---|---|
| Enriching the curriculum with practical aspects related to the teaching profession. | |

# 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. |
|---|

| University of Maysan / Ministry of Higher Education and Scientific Research | 294. Educational institution |
|---|---|

| | |
|---|---|
| **Faculty of Education** | 295. University department/center |
| **the department of Arabic language/Faculty of Education** | 296. Name of the academic or professional program |
| **Doctorate of Philosophy in Arabic Language and Literature** | 297. Name of the final certificate |
| **Annual system** | 298. School system: Annual/courses/others |
| **Adopting the Union's standards for Arab universities** | 299. Accredited accreditation program |
| **Ministry of Education/other institutions in the country** | 300. Other external influences |
| | 301. Date the description was prepared |

302. Objectives of the academic program:

Making the product that emerges from the Arabic Language Department in the College of Education an effective element in serving society and delivering the required educational message at the highest scientific and educational levels.

303. Required program outcomes and teaching, learning and evaluation methods

A- Cognitive objectives
1 -Enabling students to obtain knowledge and understanding of the intellectual framework of the subject of philology.
2- Preparing students for the teaching profession in secondary schools.
3- Preparing students for the profession of teaching philology subjects in secondary schools

| |
| --- |
| B - The program's skill objectives<br>42-    It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.<br>43-    Applies strategiesPhilologyInside the school classroom.<br>44-    Applies appropriate methods to reduce the effect of forgetting.<br>**45-**    Applies learning theories in educational situations. |
| Teaching and learning methods |
| 1- Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).<br>2- Through the method of questioning and discussion, the study materials are clarified and explained by the academic staff.<br>3- Directing students to visit the library and the International Informatics Network to obtain information and facts. |
| Evaluation methods |
| 40% semester exams, and attendance is taken into consideration<br>10% attendance and participation<br><br>50% end-of-semester exams. |
| C- Emotional and value-based goals<br>44-    Introducing students to the importance of philology and its scientific value.<br>45-    Revealing the features of philology.<br>46-    Identify the typical images known to philology.<br>47-    Searching for the topic of philology in the sources of our heritage. |
| Teaching and learning methods |
| 44-    Assigning students to make reports regarding the ongoing lecture.<br>45-    Questioning students through a set of thinking questions on some topics.<br>46-    Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.<br>47-    Teaching students how to build methods of thinking and analysis |
| Evaluation methods |
| 33-    Stimulating the element of motivation among students by rewarding the applicant with grades.<br>34-    The correct answer is counted as an approved model answer in the daily or final exam. |

| 35- | Supporting students who have good competence in accordance with the department's requirements. |
|---|---|

## 304. Program structure and duration (one year only), fourth stage

| Credit hours | | Name of the course or course | Course or course code | Educational level |
|---|---|---|---|---|
| practical | theoretical | | | |
| nothing | (60) hours annually (2) hours for each section | Philology | 447 | The fourth stage |
| | | | | |
| | | | | |
| | | | | |

## 305. Planning for personal development

**42-** **The curriculum denies taking into account students' inclinations.**
**43-** **The curriculum should be adapted to the students' present and future characteristics.**
**44-** **The teacher must have an influential personality among his students**
**45-** **Periodic (annual) updating of approved training plans.**

## 306. Admission standard (establishing regulations related to admission to the college or institute)

**31-** **Admission is central**
**32-** **Student's desire.**
**33-** **Competitive rate between departments.**

## 307. The most important sources of information about the program

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the specialtyPhilology.**

     **21-     to talk nonsenseCryGlobal Communications (Internet).**

     **22-     Personal experience of the person teaching the course.**

# Curriculum skills chart

## Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Transferable general and qualifying skills (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Philology | 447 | Fourth |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## A0 M.D. Muhammad Mahdi Hussein

## 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.

| | |
|---|---|
| University of Maysan / Ministry of Higher Education and Scientific Research | 208. Educational institution |
| Faculty of Education/ the department of Arabic language | 209. Scientific department/center |
| **447** | 210. Course name/code |
| **Fourth stage students** | 211. Available attendance forms |
| **Annual** | 212. Semester/year |
| **(60) hours, (2) hours for each section** | 213. Number of study hours (total) |
| | 214. Date this description was prepared |

215. Course objectives

    31-     Preparing students to teach philology.
    32-     Preparing scientific researchers in the field of research in the subject of philology.
    **33-**     Conducting research and reports on philology.

| |
|---|
| |
| |
| |
| |

| |
|---|
| **216.** Course outcomes and teaching, learning and evaluation methods |
| A- Cognitive objectives<br>    63- Knows the concept of philology.<br>    64- Shows the importance of studying philology.<br>    65- The study objectives for this philology course are determined.<br>    66- Distinguish between the objectives of studying philology.<br>    67- Explains the characteristics of studying this subject.<br>    68- It identifies the important characteristics that must be highlighted within the study of philology. |
| B - The skills objectives of the course<br>    31- **Writing a research paper, and writing specialized research and studies in fields**Philology**different.**<br>    32- **Memorizing the names and personalities of authors in philology to suit the nature of the lesson.**<br>    33- **Learn methods of teaching a subject**Philology**.** |
| Teaching and learning methods |
|     51- Modified lecture<br>    52- Discussion .<br>    53- Interrogation.<br>    54- Brainstorming .<br>    55- Motivational questions. |
| Evaluation methods |
|     24- 40% are semester exams, and daily attendance and participation are taken into account<br>    25- 10Attendance and participation<br>    26- 50% end-of-semester exams. |

C- Emotional and value goals
41-    Introducing the influence of rhetoricians and critics on developmentResearch and library methodology.
42-    Shows active interest in studying the subjectPhilology.
43-    Developing positive attitudes towards the learning process.
44-    Modifying negative trends in the learning and teaching process regarding the course.

Teaching and learning methods

31-    Brainstorming .
32-    Discussion .
33-    Complex questions in the specialty.

Evaluation methods

Reward and motivation to raise morale through grades calculated within the daily evaluation.

D - General and rehabilitative transferable skills
41-    Review the previous steps and their outcomes.
42-    Access to scientific and literary developments through books and periodicals.
43-    Continuous access to the international information network in the field of specialization.
44-    Conducting debates and discussion sessions with specialists with the aim of developing knowledge.

| 217.  Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
| (1) Oral exams (2) Research duties (3) Students' attendance and | (1) Presentation (2) Discussion and dialogue (3) Display on | Defining and introducing the term | Students' control of this subject and its theoretical and applied | 2 | The first week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | the electronic display | philology, and explaining the difference between it and linguistics | understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | The efforts of ancient Arab scholars in philology | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | second week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | The efforts of modern scholars in philology | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | The origin of language, its origin, and theories of the origin of language | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into | 2 | fourth week |

| | | | the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Language families and the position of the Arabic language within them | Students' control of this subject and its theoretical and practical understanding, and their ability to perceive and assimilate it and transform it into the ability to understand, speak, and convey this. Knowledge for others | 2 | The fifth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Introducing Insular languages | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | the sixth week |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Explain the common characteristics betweenInsular languages | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Seventh week |
| (1) Oral exams (2) | (1) Presentation | The Arabic | Students' control of | 2 | The eighth |

| | | | | | |
|---|---|---|---|---|---|
| Conservation duties (3) Students' attendance and participation during the lecture | (2) Discussion and dialogue | language and the circumstances of its emergence | this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Language novel | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week nine |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Methods of adopting the language in the era of protest and introducing methods of adopting the language | Evaluating the extent of understanding of previous literary topics | 2 | The tenth week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **The impact of Islam on the Arabic language** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | Week eleven |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **The impact of the Holy Qur'an on the Arabic language** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The twelfth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **The impact of Islam and the Holy Qur'an on the vocabulary of the Arabic language** | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 2 | The thirteenth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation | (1) Presentation (2) Discussion and dialogue (4) Display on the electronic display | **Ways to learn the language from the Holy Qur'an, the** | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 2 | The fourteenth week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | | **Noble Hadith, poetry, and prose in the Arabic language** | | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Arabic dialects and their characteristics** | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 2 | The fifteenth week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **Characteristics of Arabic dialects** | **Evaluating the extent of theoretical understanding of previous topics** | 2 | **Sixteenth week** |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **Studying the characteristics of the Arabic language and linguistic phenomena** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | **Seventeenth week** |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **(Parsing) and its originality in the Arabic language** | **Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it,** | 2 | **Eighteenth week** |

| | | | transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | **The phenomenon of synonymy in the Arabic language**The position of scholars on the phenomenon of synonymy | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 2 | Week nineteen |
| (1) Oral exams (2) Research duties (4) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **The phenomenon of verbal commonality in the Arabic language**And the position of scholars on the phenomenon of verbal co-occurrence | **Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others** | 2 | The twentieth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | **The phenomenon of opposites in the Arabic language**The position of scholars on the phenomenon of opposites | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | Twenty-first week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | The phenomenon of the linguistic triangle, substitution and substitution in the Arabic language | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-second week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Language development methods The phenomenon of derivation in the Arabic language | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-third week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | The phenomenon of analogy in the Arabic languageAnd improvisation | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | Twenty-fourth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples of literary models (4) Display on the electronic display | The Arabized, intrusive, and generated pronunciation | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 2 | The fifth week And the twenty |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and | (1) Presentation (2) Discussion and dialogue (3) Literary examples | The phonetic system of the Arabic | Students' control of this subject, its theoretical understanding, and their ability to | 2 | Twenty-sixth week |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | (4) Display on the electronic display | **language** | perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams (2) Conservation and research duties. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples of models (4) Display on the electronic display | **(Speech mechanism and speech device)** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | Twenty-seventh week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples from literature books (4) Display on the electronic display | **Sound outputs** | **Evaluating the extent of theoretical understanding of previous literary topics** | 2 | Twenty-eighth week |
| (1) Oral exams (2) Homework (3) Trainings and activities (4) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples from students' real life (4) Display on the electronic display | **Characteristics of sounds** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | 2 | The twenty-ninth week |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Examples from literature (4) Display on the electronic display | **Phonological phenomena (sound similarity and phonemic dissimilarity)** | **Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others** | **2** | Week thirtieth |

| | 218. Infrastructure |
|---|---|
| Choose modern, detailed educational books, such as recently written books on philology. | 21- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 22- Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ق- Recommended books and references (scientific journals, reports,...) |
| The comprehensive library on the Internet, which includes everything related to the course in precise and clear detail. | ك- Electronic references, websites... |

| 23- Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching profession. |

## 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.

| | |
|---|---|
| University of Misan /Ministry of Higher Education and Scientific Research | 308. Educational institution |
| Faculty of Education | 309. University department/center |
| the department of Arabic language/Faculty of Education | 310. Name of the academic programOr professional |
| Bachelor's degree in Arabic Language and Literature | 311. Name of the final certificate |
| Annual system | 312. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 313. Accreditation programApproved |
| Ministry of Education/other institutions in the country | 314. Other external influences |
| | 315. Date the description was prepared |

316. Objectives of the academic program:

Make the product resulting from the Arabic Language Department in the College of Education an effective element in serving the community and delivering the required educational message.

| |
|---|
| 317. Outputsthe programRequired teaching, learning and evaluation methods |
| A- Cognitive objectives<br><br>1 -Enabling students to obtain knowledge and understanding of the intellectual frameworkFor grammar.<br><br>2- Preparing students for the teaching profession in secondary schools.<br><br>3- Preparing students for the teaching professionGrammarIn secondary schools |
| B -Marathi goalsForprogram<br><br>46- It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.<br>47- Apply grammar strategies in the school classroom.<br>48- Applies appropriate methods to reduce the effect of forgetting.<br>**49-** Applies learning theories in educational situations. |
| Teaching and learning methods |
| 1-Using the presentation and lecture methodProviding students with the basics and topics related to the knowledge described in (a).<br><br>2-It is done through the method of questioning and discussionClarifying the study materials and explaining them by the academic staff.<br><br>3-GuidanceStudents visit the libraryAndInternational Informatics Network for information and facts. |
| Evaluation methods |

40% are semester exams, and are taken into consideration and perseverance

10% daily attendance and participation.

50% end-of-semester exams.

C- Emotional and value-based goals

48-     Analyzing a number of grammatical opinions and sayings and weighing them.

49-     It balances the sayings of ancient and modern grammarians.

50-     Evaluates and directs a number of grammatical choices.

51-     It explains the reasons for the popularity of a number of grammatical views over others and the emergence of grammarians in one era.

Teaching and learning methods

48-     Assigning students to make reports regarding the ongoing lecture

49-     Questioning students through a set of thinking questions on some topics.

50-     Forming discussion circles in which the student is rewarded for his answers and his information is corrected if he makes a mistake.

51-     Teaching students how to build ways of thinking.

Evaluation methods

36-     Stimulating the element of motivation among students by rewarding the applicant with grades.

37-     The correct answer is counted as an approved model answer in the daily or final exam.

38-     Supporting students who have good competence in accordance with the department's requirements.

318. Program structureIts duration is (one year only) the fourth stage

| Credit hours | Name of the course | Course | Educational |
|---|---|---|---|

| practical | theoretical | or course | or course code | level |
|---|---|---|---|---|
| nothing | (128) hours annually (4) hours for each section | Grammar | | The fourth stage |
| | | | | |
| | | | | |
| | | | | |

| |
|---|
| **319.** Planning for personal development |
| 46-     The curriculum should take into account students' inclinations, trends, needs and problems.<br>47-     The curriculum should be adapted to the students' present and future, and be compatible between learning methods and the characteristics of students' development.<br>48-     The teacher must have an influential personality among his students.<br>49-     Periodic (annual) updating of approved training plans. |
| **320.** Acceptance criterion(situationRegulations related to college admission orinstitute) |
| 34-     Admission is central<br>35-     Student's desire.<br>36-     Competitive rate between departments. |
| **321.** The most important sources of information about the program |

**1- Books, periodicals, theses and university dissertations that meet the latest study requirements in the grammar major.**

      **23-      International information network .**
      **24-      Personal experience of the person teaching the course.**

# Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General skills andQualificationMovable (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |
| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | Grammar | | The fourth |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## a. .Dr . Sabah Idan Hammoud

## Course description

This course description provides a necessary 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 opportunities.LearningAvailable. It must be linked to the program description.

| | |
|---|---|
| Diyala University /Ministry of Higher Education and Scientific Research | 219. Educational institution |
| College of Education for Human Sciences/ the department of Arabic language | 220. SectionScientific/ Center |
| | 221. Course name/code |
| Fourth stage students | 222. Available attendance forms |
| Annual | 223. Semester/year |
| (128) hours / (4) hours for each section | 224. Number of study hours(total) |
| | 225. Date this description was prepared |
| 226. Course objectives | |
| 34- Preparing students to teach a subjectGrammar. | |
| 35- Preparing scientific researchers in the field of researchIn grammar. | |
| **36-** Conduct researchAnd reports in grammar. | |

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|---|---|
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**227. Outputs** The decision Teaching, learning and evaluation methods

**a-Cognitive objectives**

69- Knows the concept of a number of grammatical rules.
70- Shows the importance of studying grammar.
71- Determines the study objectives for this course (grammar).
72- Distinguish between the goals of studying grammar.
73- Explains the characteristics of studying this subject.
74- It identifies the important characteristics that must be highlighted within the study of grammar.

**B -Course-specific skills objectives**

34- **He writes a research paper, and writes specialized research and studies on topics of Arabic grammar.**
35- **Memorizing a number of grammatical figures, including grammatical terms and general and specific rules, in a way that suits the nature of the lesson.**
36- **Learn methods of teaching grammar.**

**Teaching and learning methods**

56- Modified lecture
57- Discussion .

58- Interrogation.
59- Brainstorming .
60- Motivational questions.

| Evaluation methods |
| --- |

27- 40% are semester exams, and daily attendance and participation are taken into account
28- 50% end-of-semester exams.

## C-Emotional and value goals

45- Introducing the impact of scholars and researchers in studying a number of grammatical topics 0
46- Shows active interest in studying grammar.
47- Developing positive attitudes towards the learning process.
48- Modifying negative trends in the learning and teaching process regarding the course.

| Teaching and learning methods |
| --- |

34- Brainstorming .
35- Discussion .
36- Complex questions in the specialty.

| Evaluation methods |
| --- |

Reward and motivation to raise morale through grades calculated within the daily evaluation.

## D - General skills fQualificationMovable

45- Review the previous steps and their outcomes.
46- Access to scientific and literary developments through books and periodicals.
47- Continuous access to the international information network in the field of specialization.
48- Conducting debates and discussion sessions with specialists with

the aim of developing knowledge and personal information.

| 228. Course structure | | | | | |
|---|---|---|---|---|---|
| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | **hours** | the week |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the lecture** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **Grammatical methods (call)** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others.** | 4 | **The first week** |
| **(1) Oral exams** **(2) Research duties** **(3) Students' attendance and participation during the** | **(1) Presentation** **(2) Discussion and dialogue** **(3) Display on the electronic display** | **The continuation of the call chapter** | **Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into** | 4 | second week |

| | | | | | |
|---|---|---|---|---|---|
| lecture | | | the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Jurisdiction** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | **Applications on competence and appeal** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | fourth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance | (1) Presentation (2) Discussion and dialogue | **Seduction style** | Students' control of this subject and its theoretical and applied understanding, and their ability to | 4 | The fifth week |

| | | | | | |
|---|---|---|---|---|---|
| and participation during the lecture | | | perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | **Warning method** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | the sixth week |
| (1) Oral exams<br><br>(2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | **The indefinite noun** | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | Seventh week |
| (1) Oral exams<br><br>(2) Conservation | (1) Presentation<br><br>(2) Discussion | **The** | Students' control of this subject and its theoretical and | 4 | The eighth week |

| | | | | | |
|---|---|---|---|---|---|
| duties<br><br>(3) Students' attendance and participation during the lecture | and dialogue | continuation of the inexhaustible noun | applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Conditional style | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | Week nine |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Conditional style continuation | Evaluating the extent of understanding of previous literary topics | 4 | The tenth week |
| (1) Oral exams<br><br>(2) A surprise exam | (1) Presentation<br><br>(2) Discussion and dialogue | Negation style | Students' control of this topic, their theoretical understanding, and | 4 | Week eleven |

| Evaluation methods | Teaching methods | Topic | Learning outcomes | Hours | Week |
|---|---|---|---|---|---|
| (3) Students' attendance and participation during the lecture | (3) Presentation on the electronic display | | their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br>(2) Research duties<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | The continuation of the denial method | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | The twelfth week |
| (1) Oral exams<br>(2) Conservation duties<br>(3) Students' attendance and participation during the lecture | (1) Presentation<br>(2) Discussion and dialogue<br>(3) Display on the electronic display | Number and its metaphors | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 4 | The thirteenth week |
| (1) Oral exams<br>(2) | (1) Presentation | Applications on numbers | Students' control of this topic, its theoretical and | 4 | The fourteenth week |

| Assessment methods | Teaching methods | Topic | Learning outcomes | Hours | Week |
|---|---|---|---|---|---|
| Conservation duties (3) Students' attendance and participation during the lecture | (2) Discussion and dialogue (4) Display on the electronic display | | practical understanding, and their ability to understand it | | |
| (1) Oral exams (2) DutiesResearch (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | General applications | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 4 | The fifteenth week |
| | | | | | |
| (1) Oral exams (2)A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Displayed on the electronic display | The sentence, its types and parsing | Evaluating the extent of theoretical understanding of previous topics | 4 | Sixteenth week |
| (1) Oral exams (2) Research duties | (1) Presentation (2) Discussion | Sentence completion, | Students' control of this subject, its theoretical understanding, and | 4 | Seventeenth week |

| | | | | | |
|---|---|---|---|---|---|
| (3) Students' attendance and participation during the lecture | and dialogue | types, and parsing | their ability to perceive and absorb it and transfer this knowledge to others | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Half year holiday | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 4 | Eighteenth week |
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Sentences that have a place in the parsing | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 4 | Week nineteen |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Application | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to | 4 | The twentieth week |

| | | | others. | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Conservation duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Sentences that have a place in the parsing | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 4 | Twenty-first week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(4) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Sentences that have no declension | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 4 | Twenty-second week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic display | Introduction to facilitation attempts | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | Twenty-third week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation | (1) Presentation<br><br>(2) Discussion and dialogue<br>(3) Presentation on the electronic | Attempts at facilitation in the grammatical heritage | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this | 4 | Twenty-fourth week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | display | | knowledge to others | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | Ibn Kaysan's attempt | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | The twenty-fifth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | An attempt by Ibn Muda' | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | Twenty-sixth week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | ) Power point<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | Attempts at facilitation among hadith scholars | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | the weekSeventhAnd the twenty |
| 1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and | ) Power point<br><br>(2) Discussion and dialogue (3) Presentation on the | Conservative attempts | Students' control of this subject, its theoretical understanding, and their ability to perceive and | 4 | the weekVIIIAnd the twenty |

| | | | | | |
|---|---|---|---|---|---|
| participation during the lecture | electronic display | | absorb it and transfer this knowledge to others | | |
| 1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | ) Power point<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | Ibrahim Mustafa's attempt | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | the weekNinth And the twenty |
| 1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | ) Power point<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | An attempt by the Egyptian Knowledge Committee | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | the weekthirty |
| 1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | ) Power point<br><br>(2) Discussion and dialogue (3) Presentation on the electronic display | An attempt by Mahdi Al-Makhzoumi and Ahmed Abdel-Sattar Al-Jawari Tammam Hassan | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 4 | the weekThirty-first |
| 1) Oral exams<br><br>(2) Research duties | ) Power point<br><br>(2) Discussion and dialogue | General Review | Students' control of this subject, its theoretical understanding, and | 4 | the weekThirty-two |

| (3) Students' attendance and participation during the lecture | (3) Presentation on the electronic display | | their ability to perceive and absorb it and transfer this knowledge to others | | |
|---|---|---|---|---|---|

| 229. Infrastructure | |
|---|---|
| Choose modern, detailed educational books. | 23- Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 24- Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ل- Recommended books and references (scientific journals, reports,...) |
| The online grammar library, which includes everything related to the course in precise and clear detail. | م- Electronic references, websites... |

| 24- Course development plan |
|---|
| Enriching the curriculum with practical aspects related to the teaching profession. |

## 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.

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 322. Educational institution |
| Faculty of Education | 323. University department/center |
| Department of Arabic Language/College of Education | 324. Name of the academic or professional program |
| PhD in Arabic Language and Literature | 325. Name of the final certificate |
| Annual system | 326. School system: Annual/courses/others |
| Adopting the Union's standards for Arab universities | 327. Accredited accreditation program |
| Ministry of Education/other institutions in the country | 328. Other external influences |
| | 329. Date the description was prepared |
| 330. Objectives of the academic program: | |

To make the product that emerges from the Arabic Language Department in the

College of Education an effective element in serving society and delivering the required educational message at the highest levels of science and education.

331. Required program outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

1 -Enabling students to obtain knowledge and understanding of the intellectual framework of modern criticism.

2- Preparing students for the teaching profession in secondary schools.

3- Preparing students for the profession of teaching modern criticism in secondary schools

**B – The program's skill objectives**

50– It determines the mechanism for transferring theoretical knowledge to the practical aspect within the school classroom.

51– Applies modern criticism strategies in the school classroom.

52– Applies appropriate methods to reduce the effect of forgetting.

53– Applies learning theories in educational situations.

**Teaching and learning methods**

1– Using the presentation and lecture method to provide students with the basics and topics related to the knowledge described in (A).

2– Through the method of questioning and discussion, the study materials are clarified and explained by the academic staff.

3– Directing students to visit the library and the International Informatics Network to obtain information and facts.

**Evaluation methods**

40% are semester exams, and attendance, daily participation, and electronic attendance are taken into consideration.

10% attendance and participation

50% end-of-semester exams.

**C– Emotional and value-based goals**

52– Analyzing some topics of modern criticism to understand the structure of the word and know its origins.

53– Compares the topics of modern criticism and the extent of their development.

54– Evaluates famous critical scholars.

| 55- | Explains the reasons for the difference between contextual and textual critical approaches. |
|---|---|
| **Teaching and learning methods** | |
| 52- Assigning students to make reports regarding the ongoing lecture.<br>53- Questioning students through a set of thinking questions on some topics.<br>54- Forming discussion circles in which the student is rewarded for his answers and his information is corrected<br>55- Teaching students how to build their ways of thinking and analysis. | |
| **Evaluation methods** | |
| 39- Stimulating the element of motivation among students by rewarding the applicant with grades.<br>40- The correct answer is counted as an approved model answer in the daily or final exam.<br>41- Supporting students who have good competence in accordance with the department's requirements. | |

| 332. Program structure and duration (one year only), second stage | | | | |
|---|---|---|---|---|
| **Credit hours** | | **Name of the course or course** | **Course or course code** | **Educational level** |
| **practical** | **theoretical** | | | |
| nothing | (90) hours annually | The | | The fourth |

| | (3) hours for each section | criticismArabthe talk | | stage |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

### 333. Planning for personal development

50- The curriculum denies taking into account students' inclinations, trends, needs and problems.

51- The curriculum must be adapted to the students' present and future, and the teacher must have an influential personality on his students.

52- Periodic (annual) updating of approved training plans.

### 334. Admission standard (establishing regulations related to admission to the college or institute)

37- Admission is central

38- Student's desire.

39- Competitive rate between departments.

### 335. The most important sources of information about the program

1- Books, periodicals, theses and university theses that meet the latest study requirements in the modern criticism major.

25- International information network .

26- Personal experience of the person teaching the course.

| Curriculum skills chart | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation | | | | | | | | | | | | | | | | | | | |
| Learning outcomes required from the programme | | | | | | | | | | | | | | | | | | | |
| Transferable general and qualifying skills (Other skills related to employability and personal development) | | | | Emotional and value goals | | | | Skills objectives of the programme | | | | Cognitive objectives | | | | Basic Or optional | Course Name | Course Code | Year/level |
| D4 | D3 | D2 | D1 | C4 | C3 | C2 | C1 | B4 | B3 | B2 | B1 | A4 | A3 | A2 | A1 | | | | |

| √ | √ | √ | √ | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | Basic | criticismAr abithe talk | | Fourth |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | |

# Course description form

## a. Dr Born Mohamed Zayed

### 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.

| | |
|---|---|
| universityMaysan/ Ministry of Higher Education and Scientific Research | 230. Educational institution |
| Faculty of Education/ the department of Arabic language | 231. Scientific department/center |
| | 232. Course name/code |
| Fourth stage students | 233. Available attendance forms |
| Annual | 234. Semester/year |
| (901 hour (3) hours for each section | 235. Number of study hours (total) |
| | 236. Date this description was prepared |
| 237. Course objectives | |
| 37- Preparing students to teach criticismArabithe talk. | |
| 38- Preparing scientific researchers in the field of research in the subject of criticismFor Arabicthe talk. | |

| 39- | Conducting research and reports on criticismArabthe talk. |
|---|---|
| | |

## 238. Course outcomes and teaching, learning and evaluation methods

### A- Cognitive objectives

75- Knows the concept of modern criticism.

76- Shows the importance of studying modern criticism.

77- Determines the study objectives for this course (criticism).Arabithe talk).

78- Distinguish between the goals of studying modern criticism.

79- Explains the characteristics of studying this subject.

80- It identifies the important characteristics that must be highlighted within the study of criticismArabithe talk.

### B - The skills objectives of the course

37- He writes a research paper, and writes specialized research and studies in modern criticism.

38- Memorizing the names, personalities, and poems of prominent writers and poets, and using intermediate and high-level linguistic and critical terms to suit the nature of the lesson.

39- Learn methods for teaching modern criticism.

### Teaching and learning methods

61- Modified lecture

62- Discussion .

63- Interrogation.

64- Brainstorming .

65- Motivational questions.

### Evaluation methods

29- **40% are semester exams, and attendance is taken into consideration**

30- **10% attendance and participation**

31- **50% end-of-semester exams.**

## C- Emotional and value goals

49- **Introducing the impact of modern criticism on the development of the Arabic language.**

50- **He shows an active interest in studying modern criticism.**

51- **Developing positive attitudes towards the learning process.**

52- **Modifying negative trends in the learning and teaching process regarding the course.**

## Teaching and learning methods

37- **Brainstorming .**

38- **Discussion .**

39- **Complex questions in the specialty.**

## Evaluation methods

**Reward and motivation to raise morale through grades calculated within the daily evaluation.**

## D - General and rehabilitative transferable skills

49- **Review the previous steps and their outcomes.**

50- **Access to scientific and literary developments through books and periodicals.**

51- **Continuous access to the international information network in the field of specialization.**

52- **Conducting debates and discussion sessions with specialists with the aim of developing knowledge and personal information.**

239. **Course structure**

| Evaluation method | Teaching method | Name of the unit/topic | Required learning outcomes | hours | the week |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic display | Define the following critical concepts (criticism – literature – art – beauty) | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The first week |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Display on the electronic | Defining the following critical concepts (style – poetic image – rhythm). | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and | 3 | second week |

| | | | | | |
|---|---|---|---|---|---|
| | display | | transfer this knowledge to others. | | |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Trends in modern Arab criticism (academic criticism). | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | the third week |
| (1) Oral exams (2) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display | Trends in modern Arab criticism (Impressionist criticism) | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the | 3 | fourth week |

| | on the electronic display | | ability to understand and speak, and transfer this knowledge to others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Differences between academic criticism and impressionistic criticism. | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifth week |
| (1) Oral exams | (1) Presentatio | Ethnological theory: its | Students' control of this subject and its | 3 | the sixth week |

| | | | | | |
|---|---|---|---|---|---|
| (2) Conservation duties (3) Students' attendance and participation during the lecture | n (2) Discussion and dialogue (3) Display on the electronic display | concept and its most important schools | theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) A surprise exam. (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | (The classical school, the cross-fertilization school, and the open text school) | Students' control of this subject and its theoretical and applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Seventh week |
| (1) Oral exams (2) | (1) Presentatio | Modern critical approaches: an introductory view, | Students' control of this subject and its theoretical and | 3 | The eighth week |

| | | | | | |
|---|---|---|---|---|---|
| Conservation duties<br><br>(3) Students' attendance and participation during the lecture | n<br><br>(2) Discussion and dialogue | defining the approach. | applied understanding, and their ability to perceive and assimilate it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | Contextual approaches: a comprehensive vision in terms of motivations and philosophical vision | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Week nine |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' | (1) Presentation<br><br>(2) | The historical method: its nature, starting points, features, and most | Evaluating the extent of understanding of previous literary | 3 | The tenth week |

| attendance and participation during the lecture | Discussion and dialogue (3) Presentation on the electronic display | important pioneers | topics | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Analysis of a poetic text according to the historical method. | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | Week eleven |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation | (1) Presentation (2) Discussion and | The psychological approach: its nature, starting points, characteristics, and its most | Students' control of this topic, their theoretical understanding, and their ability to perceive and | 3 | The twelfth week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | dialogue (3) Presentation on the electronic display | important pioneers | comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Analysis of a poetic or narrative text according to the psychological approach. | Students' control of this subject, its theoretical understanding, and their ability to absorb it and transfer this knowledge to others | 3 | The thirteenth week |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the | (1) Presentation (2) Discussion and dialogue (4) Display on the | The social approach: its nature, principles, characteristics, and its most important pioneers | Students' control of this topic, its theoretical and practical understanding, and their ability to understand it | 2 | The fourteenth week |

| lecture | electronic display | | | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) Research duties<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue | Analyzing a poetic or narrative text according to the social approach. | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to others. | 3 | The fifteenth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentatio | Analytical models with the first month exam. | Evaluating the extent of theoretical understanding of previous topics | 3 | Sixteenth week |

| | | | | | |
|---|---|---|---|---|---|
| n on the electronic display | | | | | |
| (1) Oral exams (2) Research duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Second month exam With a review of what we studied for the first semester | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Seventeenth week |
| | | | | | |
| | | | | | |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Half year holiday | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | Eighteenth week |

| | | | | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Memorization duties. (3) Student attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Start of the second semester and apply for students From 4/12/2021 until 5/21/2021 AD | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | Week nineteen |
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | Textual approaches: a comprehensive vision in terms of motivations and philosophical vision. | Students' control of this topic, their theoretical understanding, and their ability to perceive and comprehend it, transform it into the ability to understand and speak, and transfer this knowledge to | 3 | The twentieth week |

| | | | others. | | |
|---|---|---|---|---|---|
| (1) Oral exams (2) Conservation duties (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue | 1. Structuralism: its nature, starting points, features, and most important pioneers. | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | Twenty-first week |
| (1) Oral exams (2) Research duties (4) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Display on the electronic display | Analysis of a poetic text according to the structural approach. With an exam for the first month. | Students' control of this topic, its theoretical understanding, and their ability to comprehend it and transfer this knowledge to others | 3 | Twenty-second week |
| (1) Oral exams (2) Research | (1) Presentation | Style and stylistics: its concept is its | Students' control of this subject, its theoretical | 3 | Twenty-third week |

| duties<br><br>(3) Students' attendance and participation during the lecture | (2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | nature, its starting points, its characteristics, and its most important pioneers. | understanding, and their ability to perceive and absorb it and transfer this knowledge to others | | |
|---|---|---|---|---|---|
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation during the lecture | (1) Presentation<br><br>(2) Discussion and dialogue<br><br>(3) Presentation on the electronic display | Analysis of a poetic or narrative text, a stylistic study.<br><br>With the second month exam | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-fourth week |
| (1) Oral exams<br><br>(2) A surprise exam<br><br>(3) Students' attendance and participation | (1) Presentation<br><br>(2) Discussion and | Semiotics: its nature, principles, characteristics, and its most important | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this | 3 | The twenty-fifth week |

| | | | | | |
|---|---|---|---|---|---|
| during the lecture | dialogue (3) Presentation on the electronic display | pioneers. Analysis of a poetic text according to the semiotic approach. | knowledge to others | | |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) Presentation on the electronic display | Defining modernist critical concepts Reading and reception, pragmatics, cultural criticism, poetics, feminism. | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | Twenty-sixth week |
| (1) Oral exams (2) A surprise exam (3) Students' attendance and participation during the lecture | (1) Presentation (2) Discussion and dialogue (3) | A review of what was studied in the second semester with the third month exam. | Students' control of this subject, its theoretical understanding, and their ability to perceive and absorb it and transfer this knowledge to others | 3 | the sixth weekAnd the seventhAnd the twenty |

|   | Presentation on the electronic display |   |   |   |   |
|---|---|---|---|---|---|

| 240. Infrastructure | |
|---|---|
| Choose modern, detailed educational books | 25-　　　Required prescribed books |
| The most important books within the specialty that have an understandable and uncomplicated academic style. | 26-　　　Main references |
| Some books, theses, and dissertations that include the course vocabulary are recommended. | ن- Recommended books and references (scientific journals, reports,…) |
| The online critical library includes everything related to the course in precise and clear detail. | ه- Electronic references, websites… |