

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



Academic Program and Course

2025

College/Institute: .Collage Of Education And Human Scientific

Scientific Department: ..Arabic Language ...

Name of academic or professional program:

Final certificate name:.....

Academic system: Yearly

Description preparation date: 23/3/2025

Date of filling out the file: 23/3/2025

the signature :

Scientific Assistant Name:

the date

الأستاذ الدكتور
عبد الحليم العبد
معاون العميد للشؤون العلمية
٢٠٢٥/٤/١٩

the signature :

Department Head Name:

the date :

الأستاذ
حسن شهاب عبد خالفة
رئيس قسم اللغة العربية

Check the file before

Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University
Performance Division:

the date

the signature

الاستاذ الدكتور
عماد حميد احمد

Dean's

approval

1. Program vision عميد كلية التربية للعلوم الإنسانية

2. Program message

3. Program objectives

4. Program accreditation

5. Other external influences

6. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
				Institutional requirements
				College requirements
				Department requirements
				Summer training
				Other

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

7. Program description				
Credit hours		Course name	Course code	Year/Level

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8. Expected learning outcomes of the program	
Knowledge	
Skills	
values	

9. Teaching and learning strategies

10. Evaluation methods

11. Faculty						
Faculty members						
Faculty preparation		Special requirements/skills (if any)		Specialization		Academic rank
lecturer	angel			private	general	

Professional development
Orientation of new faculty members
Professional development for faculty members

12. Acceptance criteria

13. The most important sources of information about the program

14. Program Development Plan

Program Skills Map						
Required learning outcomes of the program						
values	Skills	knowledge	Essential or	Course	Course	Year/Level

A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1	optional?	name	code	
	—					—					—				2023-2024

●

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

Course Description Form

1. name The decision:linguistics
2. code The decision:
3. Semester/Year: annual
4. Date this description was prepared22/3/2025
5. Available attendance forms: Integrated
6. Number of study hours (total) / Number of units (total): 60 teaching hours / Number of units: 4
7. Name of the course administrator (if more than one name is mentioned)Prof. Dr. Ayman Abdullah Ahmed
8. Course objectives:
<p>1- Understanding the foundations of linguistics:To become familiar with basic concepts and terminology in linguistics (such as phonetics, morphology, syntax, semantics, and rhetoric) and to develop the ability to analyze linguistic texts.</p> <p>2- Developing linguistic analysis skills:Enabling students to analyze language structures and systems and extract the syntactic and semantic properties of</p>

texts, which helps them understand how language is formed and used in different contexts.

3- **Developing research capabilities:** Encouraging students to conduct applied research and studies in the field of linguistics with the aim of enriching scientific knowledge and finding solutions to linguistic problems.

4- **Linking theory to practice:** Providing practical strategies and tools for applying linguistic theories in teaching, research, and communication, thus contributing to the development of language teaching practices.

5- **Raising the academic level:** Preparing specialized educational cadres who contribute to the transfer of linguistic knowledge in a solid scientific manner, thus qualifying them for enrollment in graduate studies and advanced educational research programs.

9. Teaching and learning strategies

He encourages The student on Participation The ac in the line from during Subtraction Question Discussion collective, Solution problems Applied.t Approach Helps on Strengthening to understa Concepts Linguistic and analysis Texts Instead fr Preservation Automated Which He increases from I ability on Absorption The material In a way Deeper.

**learning
active:**

10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watch es	week
Oral classroom tests	active learning	Foundational terms	Introduction to linguistics and philology Linguistics	2	the first
Oral classroom tests	active learning	Branches of linguistics	Introduction to the branches of linguistics	2	the second
Oral classroom tests	active learning	Levels of linguistic study	Definition of general linguistics levels	2	the third
Oral classroom tests	active learning	audio level	Definition of the phonetic level and its foundation In the Arab heritage and its comparison with studies Modern	2	Fourth
	active learning	audio level	An applied study at the phonetic level	2	Fifth
Oral classroom	active learning	Morphological level	Definition of the second level of linguistics, which is the morphological level	2	Sixth

oom tests,					
Oral classr oom tests.	active learning	Morphological level	An applied study at the morphological level		Seventh
Writt en test		First month exa	A written test for studer to determine their level knowledge from previous topics.	1	The eight
Oral classr oom tests	active learning	Syntactic level	Definition of the third level of linguistics, which is the syntactic level.	2	Ninth
	active learning	Syntactic level	An applied study at the structural level	2	Tenth
Oral classr oom tests	active learning	semantic level	Definition of the fourth level of linguistics, which is the semantic level	2	eleven
		semantic level	An applied study at the semantic level	2	twelve
		Trends and approaches to modern linguist studies	Introduction to modern trends and approaches to language study	2	Thirteenth

		Trading level	Introduction to pragmatics theory	2	Fourteenth
		Trading level	An applied study at the semantic level	1	Fifteenth
Oral classroom tests.	active learning	Trends in linguistic research	Definition of the historical and comparative trend in terms of origin, concepts and figures	2	sixteenth
Written exam		Second semester exam	Examine students to see how much they have benefited from the previous topics they have studied.	2	seventeenth
	active learning	In Arabic studies	Discussing the historical approach in modern Arabic studies by Ramadan Abdel Tawab, Mahmoud Fahmy Hijazi, Rashid Abdel Rahman Al-Abidi, and Nimah Rahim Al-Azzawi	2	eighteenth
Oral classroom tests	active learning	Descriptive trend	Defining the descriptive trend and the circumstances of its emergence according to Ferdinand de Saussure, establishing the method and defining Blomfeld's method	2	nineteenth
Oral classroom		In Arabic studies	Introduction to the descriptive approach in Arabic studies	2	twenty

tests.					
Written test		Third month exam	Test students on previous topics	1	twenty-one
Oral classroom tests	active learning	Generative trend	Introduction to generative theory, its pioneer Chomsky, and the circumstances of formulating the method	2	twenty-two
Oral classroom tests, students are required to write an introduction to their research	active learning	generative trend	Definition of the terms of the generative approach (ability, achievement, generation, holistic grammar, and transformation)	2	twenty-three

rch.					
Oral classr oom tests.	active learning	generative trend	Defining the position of Arab modernists on the generative trend (Khalil Ahmed Amaira, Abdelkader Al-Fassi Al-Fehri, and Mazen Al-Waer)	2	twenty-fo
Oral classr oom tests,	active learning	Career direction	Definition of functional orientation and its origin according to Jakobson and John Robert Firth	2	twenty-fi
Oral classr oom tests	active learning	Career direction	The most important functions of pragmatic language	2	twenty-si
		Career direction	Defining the position of Arab modernists in the functional trend (Ahmed Al-Mutawakkil and Nihad Musa)	2	twenty-seven
		Textual direction	Definition of the textual trend: its origins and concepts in Arabic studies	2	twenty-eight
Writt en test		Fourth month exam	Test students on previous course topics.	1	twenty-ni
			General discussion of the course content, informing	2	thirty

			students of their test results and knowing the endeavors.		
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11. Course Evaluation:

The course is good and provides students with a lot of knowledge about general linguistics topics, but it does not contain applied studies on language levels, and the topics need to be better organized than they are.

12. Learning and teaching resources

General Linguistics by Dr. Hatem Saleh Dhamen	Required textbooks (methodology if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Education for Humanities

Scientific Department: Arabic

Academic or Professional Program Name: Bacheior of Arabic Language

Final Certificate Name: Bacheior of Arabic Language

Academic System: Annual

Description Preparation Date: 10/10/2024

File Completion Date: 23/3/2025

Signature:

Head of Department Name:

 Rashid Latif Ibrahim

Date:

Signature:

Scientific Associate Name:

 Hasan Esmaael Khalaf

Date:

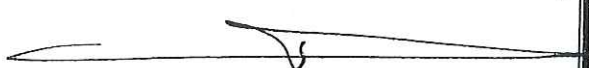
The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:


Approval of the Dean

Imad Hamid Ahmed

1. Program Vision

- The program seeks to encourage scientific literary and linguistic research, prepare graduates as specialized researchers, and strive to preserve the integrity of the Arabic language as the language of the Holy Qur'an, the symbol of the nation's character, and the symbol of its identity.
- Enrich human knowledge of the Arabic language as a language, literature, culture, and civilization.
- Prepare graduates and develop competencies to pursue postgraduate studies in the specialty.

2. Program Mission

- Preparing and academically qualifying academic cadres of researchers in the field of Arabic language and literature, providing government departments, institutions, and research centers specializing in humanities studies with scientific energies, and graduating highly educated, qualified, and distinguished cadres.
- Developing their linguistic, literary, and critical awareness, as they constitute an educated segment interested in literature, language, and other fields of knowledge.

3. Program Objectives

Providing the Ministry of Education with specialized educational cadres to teach Arabic language and Islamic education in secondary schools.

2. Enabling students to master the rules of the Arabic language (grammar and morphology), its rhetorical and rhetorical arts, and its literature.

3. Enhancing students' awareness of the horizons of linguistic culture, both ancient and modern, and providing them with diverse literary, linguistic, and writing skills.

4. Raising students' awareness of the aesthetics of the Arabic language, analyzing its texts, and learning about its creators throughout the ages, both in the fields of language and literature, and demonstrating the impact of using

Arabic language methods in understanding the rhetorical miracles of the Holy Quran.

5. Providing graduates with the skills to teach the various linguistic disciplines they have learned to secondary school students, using appropriate teaching methods and modern means of clarification and scientific communication skills.

4. Program Accreditation

Ministry of Higher Education and Scientific Research

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2	4	%100	
College Requirements	4	4	%100	

Department Requirements	58	4	%100	
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Annual	PHI462	Philology	theoretical	practical
			theoretical	
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Skills				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
9. Teaching and Learning Strategies				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
10. Evaluation methods				
Implemented at all stages of the program in general.				

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Professor	The Arabic language	Language	Specialized in linguistics		Staff	
Professor		Philology				
Assistant Professor						

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline										
				Required program						
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills		
				A1	A2	A3	A4	B1	B2	B3
Annual	PHI462	Philology	fundamental	✓	✓	✓	✓	✓	✓	✓

- Please tick the boxes corresponding to the individual program learning outcome:

Course Description Form

1. Course Name: Philology					
2. Course Code: PHI462					
3. Semester / Year: Annual					
4. Description Preparation Date: 23/3/2025					
5. Available Attendance Forms: In-person - Online Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total) 166 hours / 326 units (Section A) and (Section B)					
7. Course administrator's name (mention all, if more than one name)					
Name :Taher Saleh Allawi Email: t.5.allawi@ tu.edu.iq					
Name: Saad Ahmed Ibrahim Email: saad.ahmed@tu.edu.iq					
8. Course Objectives					
<ul style="list-style-type: none"> - Learn about the origins and history of the Arabic language, its development, and its characteristics, its relationship with the island languages, and the most prominent linguistic characteristics shared between them. - Introduce students to the efforts of scholars of Arabic philology, both ancient and modern, as well as the efforts of Orientalists and the topics included in their most prominent works, particularly those on Arabic philology. - Provide students with an understanding of the characteristics of classical Arabic in terms of inflection, synonymy, homonyms, antonyms, coinage, and derivation. 					
9. Teaching and Learning Strategies					
Strategy	A. The standard (inductive) method. B. The inductive (deductive) method. C. The problem-solving method. D. The text method By explaining on the board and using modern means such as PowerPoint, and bringing modern sources that explain the course.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	The difference between philology, linguistics, and scholars' opinions	Introduction to philology	Presentation and discussion	Oral performance in class and daily and monthly exams
2	2	The difference between philology, linguistics, and scholars' opinions	The difference between philology, linguistics, and scholars' opinions	Presentation and discussion	Oral performance in class and daily and monthly exams
3	2	Philology books	Efforts of scholars in linguistics	Presentation and discussion	Oral performance in class and daily and monthly exams
4	2	Philology books	Efforts of scholars in linguistics	Presentation and discussion	Oral performance in class and daily and monthly exams
5	2	History of languages	Theories of the origin of language	Presentation and discussion	Oral performance in class and daily and monthly exams
6	2	Classification of languages into linguistic families	Language families and the position of the Arabic language among them	Presentation and discussion	Oral performance in class and daily and monthly exams
7	2	Classification of languages into linguistic families	Language families and the position of the Arabic language among them	Presentation and discussion	Oral performance in class and daily and monthly exams

8	2	Semitic languages	Common characteristics among Semitic languages	Presentation and discussion	Oral performance in class and daily and monthly exams
9	2	Semitic languages	Common characteristics among Semitic languages	Presentation and discussion	Oral performance in class and daily and monthly exams
10	2	History of Arabic	Arabic and the circumstances of its emergence	Presentation and discussion	Oral performance in class and daily and monthly exams
11	2	ancient arabic	extinct ancient Arabic inscriptions	Presentation and discussion	Oral performance in class and daily and monthly exams
12	2	North Arabic inscriptions	extinct ancient Arabic inscriptions	Presentation and discussion	Oral performance in class and daily and monthly exams
13	2	South Arabic Inscriptions	Inscriptions of ancient Yemeni Arabic	Presentation and discussion	Oral performance in class and daily and monthly exams
14	2	Most important Arabic inscriptions	Completion of the Arabic inscriptions	Presentation and discussion	Oral performance in class and daily and monthly exams

15	2	Characteristics of Classical Arabic	Linguistic phenomena specific to Arabic	Presentation and discussion	Oral performance in class and daily and monthly exams
16	2	Common language	Quraysh language site from the language Shared	Presentation and discussion	Oral performance in class and daily and monthly exams
17	2	Parsing and its originality in the Arabic language compared to Semitic languages	Grammar in Arabic	Presentation and discussion	Oral performance in class and daily and monthly exams
18	2	The meaning and development of words	Verbal common	Presentation and discussion	Oral performance in class and daily and monthly exams
19	2	The meaning and development of words	Verbal common	Presentation and discussion	Oral performance in class and daily and monthly exams
20	2	Linguistic synonymy, the circumstances of its emergence and its causes	Tandem	Presentation and discussion	Oral performance in class and daily and monthly exams
21	2	Linguistic synonymy, the circumstances of its emergence and its causes	Tandem	Presentation and discussion	Oral performance in class and daily and monthly exams

22	2	Linguistic contradiction and its causes	Opposites	Presentation and discussion	Oral performance in class and daily and monthly exams
23	2	Linguistic contradiction and its causes	Opposites	Presentation and discussion	Oral performance in class and daily and monthly exams
24	2	Sculpture and the difference between it and derivation	sculpture	Presentation and discussion	Oral performance in class and daily and monthly exams
25	2	Derivation and its types in Arabic	Derivation	Presentation and discussion	Oral performance in class and daily and monthly exams
26	2	Arabic dialects and their study	Arabic dialects	Presentation and discussion	Oral performance in class and daily and monthly exams
27	2	reprehensible Arabic dialects	Arabic dialects	Presentation and discussion	Oral performance in class and daily and monthly exams
28	2	Arabized and foreign	foreign word	Presentation and discussion	Oral performance in class and daily and monthly exams

29	2	Arabized and foreign	foreign word		
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11. Course Evaluation

Daily and monthly tests, a final exam worth 100 points, and reports on the topics students have studied

12. Learning and Teaching Resources

Main References (Sources)	Philology Dr. Hatem Al-Daman Studies in Philology Dr. Sobhi Al-Saleh Philology Dr. Kased Al-Zaidi Chapters in Philology by Dr. Ramadan Abdel Ta
Other books and references	Semitic Philology / Brockelmann Philology and Characteristics of Arabic / Muhammad al-Mubarak Semitic Languages / Wolfenson.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Education for Humanities

Scientific Department: Arabic

Academic or Professional Program Name: Bacheior of Arabic Language

Final Certificate Name: Bacheior of Arabic Language

Academic System: Annual

Description Preparation Date: 10/10/2024

File Completion Date: 23/3/2025

Signature:

Head of Department Name:

Rashid Latif Ibrahim

Date:

Signature:

Scientific Associate Name:

Hasan Esmaael Khalaf

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Imad Hamid Ahmed

1. Program Vision

Leadership and excellence as a professional educational institution that works to qualify and graduate highly qualified national human resources to support the labor market and to be a primary source of applied research that supports the economic process and participation in social care.

2. Program Mission

The university works to achieve its mission by providing distinguished higher education in accordance with international standards to meet the requirements of the labor market with scientific and educational skills, and to be keen and interested in authentic and sound scientific research and its ethics in a way that ensures the university achieves excellence globally and serves the local community to solve problems and raise the level of performance of institutions.

3. Program Objectives

1- Providing the Ministry of Education with specialized staff to teach Arabic language and Islamic education in secondary schools.

2- Enabling students to master the rules of the Arabic language (grammar and morphology), its rhetorical and rhetorical arts, and its literature (pre-Islamic, Islamic, Abbasid, Andalusian, modern and contemporary), with the ability to write scientific research in these fields.

3- Enhancing students' awareness of the horizons of linguistic culture, ancient and modern, and providing them with various literary, linguistic and writing skills.

4- Raising students' awareness in understanding the aesthetics of the Arabic language, analyzing its texts, and knowing its creators throughout the ages, in writing and teaching in the fields of language and literature, and explaining the impact of using Arabic language methods in understanding the rhetorical miracle of the Holy Quran.

5- Providing graduates with the skills to teach the various linguistic sciences they have received to secondary school students later on, using appropriate teaching methods and assisting them with modern means of clarification and scientific communication skills.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
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Skills

Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Course Description Form

1. Course Name: Comparative Literature					
2. Course Code:					
3. Semester / Year: Annual					
4. Description Preparation Date: 20/3/2025					
5. Available Attendance Forms: In-person - Online Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total) 2/2					
7. Course administrator's name (mention all, if more than one name)					
Name: NarjiskhalafAsaad Email: d.narjismn@tu.edu.iq					
Name: Raad Ahmed Yassin Email: raad.a.yasen@tu.edu.iq					
8. Course Objectives					
Course Objectives Getting to know the literature of other nations and the influences of Arabic literature on Western literature and the influences of Western literature on modern Arabic literature.			<ul style="list-style-type: none"> • • • 		
9. Teaching and Learning Strategies					
Strategy		By explaining on the board and using modern means such as PowerPoint, and bringing modern sources that explain the course.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	View article	The concept of comparative literature	elocution	Verbal

2	2	View article	The relationship of comparative literature with other literatures	Discussion	Editorial
3	2	View article	Tools of analysis and work in comparative literature	Elocution	Verbal
4	2	View article	Influences of the emergence of comparative literature	Discussion	Verbal
5	2	View article	Research fields in comparative literature	Elocution	Verbal
6	2	View article	Comparative Literature Schools/ French School	Elocution	Verbal
7	2	View article	American School	Elocution	Verbal
8	2	View article	Russian school	Elocution	Editorial

9	2	View article	Arabic School	Discussion	Verbal
10	2	View article	Applied comparative studies Arabs and the influence on other nations	Dialogue	Verbal
11	2	View article	The Islamic influence in the Divine Comedy	Discussion	Verbal
12	2	View article	One Thousand and One Nights and its impact on Western literature	Discussion	Editorial
13	2	View article	Majnun Layla and its impact on Persian literature	Dialogue	Verbal
14	2	View article	Majnun Layla and its impact on Turkish literature	Discussion	Verbal
15	2	View article	Majnun Layla in Urdu and Kurdish Literature	Discussion	Verbal

16	2	View article	The Arab-Andalusian influence on troubadour poetry	Elocution	Verbal
17	2	View article	Influence and impact between Arabic and Western literature	Discussion	Editorial
18	2	View article	Foreign influences in Al-Sayyab's poetry	Dialogue	Verbal
19	2	View article	Eliot's influence on Al-Sayyab's poetry	Elocution	Verbal
20	2	View article	A comparative applied study between Al-Sayyab and Stowell	Dialogue	Verbal
21	2	View article	Western influences on modern prose arts	Discussion	Editorial
22	2	View article	Terms in Comparative Literature	elocution	Verbal

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

A handwritten signature in blue ink is written over a circular official stamp. The stamp contains Arabic text, including 'الجامعة الأردنية' (Jordanian University) and 'مدرسة العلوم' (Faculty of Science). The signature is a stylized, cursive script.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Education for Humanities

Scientific Department: Arabic

Academic or Professional Program Name: Bacheior of Arabic Language

Final Certificate Name: Bacheior of Arabic Language

Academic System: Annual

Description Preparation Date: 10/10/2024

File Completion Date: 23/3/2025

Signature:

Head of Department Name:

Rashid Latif Ibrahim

Date:

Signature:

Scientific Associate Name:

Hasan Esmaael Khalaf

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Imad Hamid Ahmed

1. Program Vision

Leadership and excellence as a professional educational institution that works to qualify and graduate highly qualified national human resources to support the labor market and to be a primary source of applied research that supports the economic process and participation in social care.

2. Program Mission

The university works to achieve its mission by providing distinguished higher education in accordance with international standards to meet the requirements of the labor market with scientific and educational skills, and to be keen and interested in authentic and sound scientific research and its ethics in a way that ensures the university achieves excellence globally and serves the local community to solve problems and raise the level of performance of institutions.

3. Program Objectives

1- Providing the Ministry of Education with specialized staff to teach Arabic language and Islamic education in secondary schools.

2- Enabling students to master the rules of the Arabic language (grammar and morphology), its rhetorical and rhetorical arts, and its literature (pre-Islamic, Islamic, Abbasid, Andalusian, modern and contemporary), with the ability to write scientific research in these fields.

3- Enhancing students' awareness of the horizons of linguistic culture, ancient and modern, and providing them with various literary, linguistic and writing skills.

4- Raising students' awareness in understanding the aesthetics of the Arabic language, analyzing its texts, and knowing its creators throughout the ages, in writing and teaching in the fields of language and literature, and explaining the impact of using Arabic language methods in understanding the rhetorical miracle of the Holy Quran.

5- Providing graduates with the skills to teach the various linguistic sciences they have received to secondary school students later on, using appropriate teaching methods and assisting them with modern means of clarification and scientific communication skills.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
---------------------	-------------------------------

Skills

Learning Outcomes 2	Learning Outcomes Statement 2
---------------------	-------------------------------

Learning Outcomes 3	Learning Outcomes Statement 3
---------------------	-------------------------------

Ethics

Learning Outcomes 4	Learning Outcomes Statement 4
---------------------	-------------------------------

Learning Outcomes 5	Learning Outcomes Statement 5
---------------------	-------------------------------

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Course Description Form

1. Course Name: Comparative Literature					
2. Course Code:					
3. Semester / Year: Semester					
4. Description Preparation Date: 20/3/2025					
5. Available Attendance Forms: In-person - Online Classroom					
6. Number of Credit Hours (Total) / Number of Units (Total) 2/2					
7. Course administrator's name (mention all, if more than one name)					
Name: NarjiskhalafAsaad Email: d.narjismn@tu.edu.iq					
8. Course Objectives					
Course Objectives Getting to know the literature of other nations and the influences of Arabic literature on Western literature and the influences of Western literature on modern Arabic literature.			<ul style="list-style-type: none"> • • • 		
9. Teaching and Learning Strategies					
Strategy		By explaining on the board and using modern means such as PowerPoint, and bringing modern sources that explain the course.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	View article	The concept of literature	elocution	Verbal

2	2	View article	Literary theory	Discussion	Editorial
3	2	View article	Literary genres and types	Elocution	Verbal
4	2	View article	Simulation theory	Discussion	Verbal
5	2	View article	Imagination theory	Elocution	Verbal
6	2	View article	Drama theory	Elocution	Verbal
7	2	View article	Historical theory	Elocution	Verbal
8	2	View article	Psychological theory	Elocution	Editorial

9	2	View article	Social theory	Discussion	Verbal
10	2	View article	Russian formalism	Dialogue	Verbal
11	2	View article	Structural Theory / Foundations and Starting Points	Discussion	Verbal
12	2	View article	Structural Theory Study and Applications	Discussion	Editorial
13	2	View article	Post-structuralist theories	Dialogue	Verbal
14	2	View article	Semiotic theory	Discussion	Verbal
15	2	View article	Cultural criticism	Discussion	Verbal

16	2	View article	The Arab-Andalusian influence on troubadour poetry	Elocution	Verbal
17	2	View article	Influence and impact between Arabic and Western literature	Discussion	Editorial
18	2	View article	Foreign influences in Al-Sayyab's poetry	Dialogue	Verbal
19	2	View article	Eliot's influence on Al-Sayyab's poetry	Elocution	Verbal
20	2	View article	A comparative applied study between Al-Sayyab and Stowell	Dialogue	Verbal
21	2	View article	Western influences on modern prose arts	Discussion	Editorial
22	2	View article	Terms in Comparative Literature	elocution	Verbal

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Academic Program Description Form

University Name : Tikrit University.....

College / Institute: College of Education for Human Sciences...

Scientific Department: Department of Arabic Language.....

Academic or Professional Program Name: Bachelor of Education.....

Final Certificate Name: Bachelor of Arabic Language.....

Academic System: Annual

Date of preparation of the description:

File filling date:

Signature: Signature:

Head of Department Name: Scientific Associate Name:

Date: Date :

Check the file by:

Division of Quality Assurance and University Performance

Name of the Director of the Division of Quality Assurance and University Performance:

Date 25/3/2025

Signature

Authentication

Mr. Dean

الاستاذ الدكتور
حسن اسماعيل طه الحاج
مدرس اللغة العربية

الاستاذ الدكتور
رشيد الطيف اليراهيم الحشماوي
معاون العميد للشؤون العلمية

الاستاذ الدكتور
فهد شلاش خلف

1. Program Vision

Remember the vision of the program as stated in the university's prospectus and website.

The College of Education for Humanities at Tikrit University seeks to achieve academic and research excellence by preparing scientifically and educationally qualified human cadres, and keeping pace with scientific and technological progress. It also aims to raise the level of scientific research and invest its results in the development of scientific and educational reality, and contribute to the improvement and development of curricula and teaching methods to meet the requirements of the labor market. In addition to enhancing graduate programs and scientific research to achieve excellence and competition at the contemporary and future levels. The college is committed to developing creativity and innovation and consolidating the values of citizenship, teamwork and responsibility, while continuously striving to improve the quality of scientific research and develop expertise. It also seeks to raise the scientific level of faculty members and attract scientific competencies and rare specialties to ensure the continuity of academic development..

2. Program Mission

Remember the program mission as stated in the university's prospectus and website.

The program of the College of Education for Humanities at Tikrit University seeks to provide distinguished academic education that contributes to the development of society by preparing specialized human cadres in the fields of education and humanities. The program aims to provide students with the knowledge and skills necessary to understand and apply the foundations of education, in addition to developing the ability to think critically and analytically, enabling them to face contemporary challenges in the field of education and society. The program also focuses on the values of science and continuous research and development, and enhances students' ability to use pedagogical and counseling tools to help individuals achieve their academic and personal growth. The program is concerned with providing education that keeps pace with scientific and practical developments in the fields of education and counseling, and contributes to improving the quality of education and social interaction in educational institutions..

3. Program Objectives

General statements describing what the program or institution intends to achieve.

1. Provide high-quality academic education. 6. Integrate theory and practice.
2. Development of educational and research skills. 7. Preparing effective educational leaders
3. Preparing qualified professional cadres. 8. Provide a supportive learning environment
4. Enhance teamwork and collaboration capacity 9. Contribute to the sustainable development of society
5. Keep abreast of modern developments

4. Program Accreditation

Does the program have program accreditation? And from which side?

I could not find specific information regarding whether the program of the College of Education for the Humanities at Tikrit University has program accreditation or the awarding body for this accreditation.

5. Other external influences

Is there a sponsor for the program?

Sponsors of the academic program may include local entities such as the Ministry of Higher Education and Scientific Research, as well as international academic and professional bodies that ensure that the program follows globally recognized academic standards. If you would like more details about the specific sponsor of this program at Tikrit University, you can contact the college administration or search the university's official website..

6. Program Structure

Program Structure	Number of Courses	Unit of study	Percentage	Reviews
Requirements of the institution				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course or Course Code	Course Name	Credit Hours	
2014 2025	annual	Foundations of education and educational guidance	theoretical	practical
				theoretical

8. Expected Learning Outcomes of the Program

Knowledge

Learning Outcomes 1

The academic program aims to provide students with deep knowledge about the fields of education and educational counseling, enabling them to apply this knowledge in the educational field and develop their skills in providing effective guidance and guidance to students in educational institutions..

Learning Outcomes Statement 1

The ultimate goal is to prepare graduates who are able to work effectively in the field of education and educational counseling, contribute to the improvement of the learning environment and help students achieve their academic and personal potential..

Skills

Learning Outcomes 2

The learning outcomes skills in the **Foundations of Education and Educational Counseling** program are to develop students' abilities to think critically, communicate effectively, and deal with cultural and social diversity. This includes counseling intervention, assessment and evaluation skills, as well as the ability to lead and work in teams, which prepares them to interact effectively in the fields of education and educational counseling.

Learning Outcomes Statement 2

The **Foundations of Education and Educational Counseling** program aims to provide students with deep knowledge in the fields of education and counseling, develop critical thinking skills, and effectively interact with students. It also focuses on developing the ability to analyze educational issues, provide appropriate solutions, and use innovative teaching and counseling methods. The goal is to prepare graduates who are able to improve the educational environment and contribute to the development of the educational process effectively..

Learning Outcomes 3

Learning Outcomes Statement 3

Values

Learning Outcomes 4

The **Foundations of Education and Educational Counseling** program focuses on promoting a set of core values, including **respect for cultural and social**

Learning Outcomes Statement 4

The **Foundations of Education and Educational Counseling** program aims to develop basic values in students, such as **respect for diversity, promotion**

diversity, justice and equality, social responsibility, and commitment to professional ethics. It also encourages continuous professional development and the adoption of innovation and creativity in the educational process. These values aim to improve the educational and counseling environment, and enable students to apply ethical and professional standards in their future practices.	of justice and equality, social responsibility, professionalism and honesty. It also encourages continuous development and innovation in educational and counseling practices. These values help students practice their profession efficiently and ethically, while positively impacting the educational environment and society.
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and learning strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

The program is based on various strategies aimed at creating an interactive and supportive learning environment for students. By integrating active learning, cooperative learning, and modern technology, the program seeks to develop critical thinking, problem-solving, and social interaction skills, which contribute to preparing students to work in the fields of education and educational counseling efficiently..

10. Evaluation methods

Implemented at all stages of the program in general. The **evaluation methods** in the Foundations of **Education and Educational Counseling** program include a combination of **formative** assessment (which is carried out during the course of the educational process) and **final** evaluation (carried out at the end of the course or semester), in addition to **continuous evaluation**, **counseling** evaluation and **cooperative evaluation**.. These methods ensure a comprehensive and accurate assessment of students' skills and knowledge, help improve their educational experience and guide them towards professional success in the fields of education and educational counseling..

11. Faculty

Faculty Members: The faculty members of the Foundations of **Education and Educational Counseling** program are the backbone of the program, taking over the tasks of teaching, academic supervision, and career guidance. They possess in-depth academic disciplines in areas such as special education, psychological counseling, and educational psychology. In addition, they contribute to academic curriculum development, research review, and ongoing guidance to students. The success of the program depends on their skills in providing an effective learning environment that encourages reflection and Personal Development.

Academic Rank	Specialization		Requirements/Skills (if applicable)	Preparation of the teaching staff	
	year	special		angel	lecturer
Professor	Educational and psychological sciences / curricula and methods of teaching	Curricula and methods of teaching Arabic	The Foundations of Education and Educational Counseling program requires students to possess a variety of basic skills and knowledge. This includes effective communication skills, critical thinking, problem solving, and	angel	

	Arabic		teamwork. They must also have the ability to use technology and do academic research. In addition, the program requires counseling skills such as active listening, empathy, and dealing with diversity. These skills are essential to ensure students' success in the fields of education and educational counseling and contribute to the improvement of the educational community in general..		
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Professional Development	
Mentoring new faculty members	
<p>Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.</p> <p>The orientation process for new, visiting, full-time, and part-time faculty focuses on providing administrative and academic support through information sessions, technical tool training, and academic guidance. It also includes organizing periodic workshops on modern teaching methods and providing opportunities for interaction with colleagues. Performance is also evaluated periodically to provide feedback and improve academic performance..</p>	
Professional development of faculty members	
<p>Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development etc.</p> <p>The academic and professional development plan for faculty members includes ongoing training in teaching strategies, developing learning outcome assessment skills, as well as opportunities for professional training and academic research. These plans aim to enhance the ability of faculty members to improve the quality of education and ensure high educational outcomes.</p>	
12. Acceptance Criterion	
<p>(Setting regulations related to enrollment in the college or institute, whether central admission or others)</p> <p>Admission criteria are based on the Central Admissions System or Competitive Admission, where student admission is determined based on academic averages, specialty tests, or personal interviews. Some colleges may also include special admission for students with non-academic skills or qualifications.</p>	
13. The most important sources of information about the program:	
Remember briefly. The most important sources of information about the academic program include the student guide, the college website, the academic brochure of the program, academic advising, academic	

accreditation reports, faculty members, student and alumni reviews, and introductory tours and seminars. These resources provide students and beneficiaries with all the details they need about the academic program..

14. Program Development Plan

The academic program development plan includes **reviewing objectives and outcomes, developing curricula, enhancing teaching and learning strategies, improving the teaching environment, and developing the skills of faculty members.** It also focuses on **expanding practical training opportunities, improving assessment mechanisms, and strengthening academic partnerships.** This plan aims to improve the quality of the program and ensure its compatibility with the needs of society and developments in the field of education and educational counseling..

Program Skills Outline

Learning outcomes required from the program

Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Values			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2024 2025		Foundations of Education	Essential												
						ü									

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

1. Course Title: Foundations of Education and Educational Guidance					
2. Course Code:					
3. Semester / Year : 2024 2025					
4. Date of preparation of this description					
5. Available Attendance Forms: Physical					
6. Number of study hours (total) / number of units (total) 6 hours per week					
7. Course administrator's name (if more than one name is mentioned)					
Name: Prof. Dr. Maad Saleh Fayyad Email:maad.salih@tu.edu.iq					
8. Course Objectives					
Course Objectives			Provide basic knowledge. 1.. Developing students' skills.2 Enhance students' ability.3		
9. Teaching and learning strategies					
Strategy					
10. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (methodology, if any)	The main sources of learning and teaching include textbooks that focus on the foundations of education and educational counseling, as well as supporting references and electronic resources such as online educational platforms. These books and resources provide students with a theoretical and practical foundation to understand and apply the concepts of education and educational counseling in various contexts.
Key references (sources)	Foundations of Education , written by: Dr. Mahmoud Abdel Karim Educational and psychological counseling , written by: Dr. Mohamed Abdel Rahman
Recommended books and references (scientific journals, reports...)	Encyclopedia of Psychological and Educational Counseling , written by: Dr. Fatima Abdullah
Electronic References, Websites	ResearchGate : A platform containing scientific research and up-to-date academic articles on topics related to educational counseling

Academic Program Description Form

..... University name: University of Tikrit

..... College/Institute: College of Education for the Humanities.

..... Scientific Department: Arabic Language

..... Name of academic or professional program: Bachelor's degree.. Arabic language..

..... Final degree name: PhD in Language.....

Academic system: annual

Description preparation date: 3/24/2025

File completion date: 3/24/2025

name

the date

٢٠٢٥ / ٢ / ٢٤
الأستاذ الدكتور
رشيد الطيف ابراهيم الحشماوي
معاون العميد للشؤون العلمية

the signature :

the signature :

Name of department head

Scientific Assistant:

the date:

:

Check the file by:

Quality Assurance and University Performance Division

Name of the Director of the Quality Assurance and University Performance Division:

الأستاذ الدكتور
فهد شلاش خلف

٢٠٢٥ / ٣ / ٢٤ the date

the signature

Authentication of the Dean

الأستاذ الدكتور
عماد حميد احمد
عميد كلية التربية للعلوم الانسانية

1. Program vision

Remember to see the program as stated in the university prospectus and website.

2. Program message

Remember the program's mission as stated in the university's prospectus and website.

3. Program objectives

General statements that describe what a program or organization intends to achieve.

4. Programmatic accreditation

Is the program accredited? By which authority?

5 Other external influences

Is there a sponsor for the program?

6. Program structure

comments	Percentage	Study unit	Number of courses	Program structure
		6	60	Enterprise requirements
			Yes	College requirements
			Yes	Department requirements
			nothing	Summer training

Other

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

7. Program description				
Credit hours		Name of the course or course	Course or course code	year / level
practical	theoretical	Arabic phonetics and lexicon		P.Po
	2			

8 Expected Learning Outcomes of the Program	
Knowledge	
Statement of learning outcomes 1	Learning outcomes 1
Skills	
Statement of learning outcomes 2	Learning outcomes 2
Statement of learning outcomes 3	Learning outcomes 3
Values	
Statement of learning outcomes 4	Learning outcomes 4
Statement of learning outcomes 5	Learning outcomes 5

Teaching and learning, assessment of learning outcomes, professional development, etc.

12. Acceptance criterion

) Establishing regulations related to admission to the college or institute, whether central admission or other mentioned ones.

13. The most important sources of information about the program

Remember briefly.

14. Program Development Plan

Program skills chart

Learning outcomes required from the programme

Values				Skills				Knowledge				essential or Choice Y	Course name	Mq symbol Turn	Sunnah The level Yes
C 4	C 3	C 2	C 1	for 4	for 3	for 2	for 1	4i	3i	2i	1i		science The voice T and Al-Maaj M Arabic		P.Po
															Second
															Division: +A B C Evening

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

Course description form

1. Course name:
Arabic phonetics and lexicon
2 Course code
3 Semester/Year:
2023/2/54
4 Date of preparation of this file:
3/2/20254
5 attendance forms available
6 Number of study hours (total) / Number of units (total) 60
7. Name of the course administrator (if more than one name is mentioned)
Asst. Dr. Baraa Abdullah Hussein / Asst. Dr. Israa Sharif Fahd Prof. Dr. Hussein Nouri Mahmoud Asst. Dr. Imad Khalaf baraa.abdullah91@tu.edu.iq / Email <small>praiseworthy</small> dr.hussiennori@tu.edu.iq / Esraa.sharif@tu.edu.iq / Emad_khalaf@tu.edu.iq

Written spelling, or the written units that represent it. Phonics focuses on the skills of decoding new words.

By pronouncing them and combining or "blending" the sound spelling patterns.

Knowing the roots of Arabic words and how to access them in dictionaries....

Knowing the exits of Arabic sounds, their characteristics, and their interactional situations during composition

10. Course outcomes, teaching, learning and assessment methods

Cognitive objectives -1

11- After receiving this material, the student will have knowledge of the articulation points of Arabic sounds, their characteristics, and their interactional situations.

During installation.

21- Identifying the most important ancient lexicographical schools and their role in dictionary composition.

3- Knowing the roots of Arabic words in dictionaries.

B - Course specific skill objectives.

<p>B1 - Knowing the points of articulation of Arabic sounds, their characteristics and their interactional states during composition and analysis, and the effect of that on meaning.</p> <p>B2 - Knowing the most important ancient lexicographical schools and their role in dictionary composition.</p> <p>B3 - Knowing the roots of Arabic words and how to access them in dictionaries.</p> <p style="text-align: center;">Teaching and learning methods</p>	<p style="text-align: center;">Standard method (lecturing). Text method. _</p>
Evaluation methods	
<p>Formative assessment through daily exams, observing and following up on student performance in class discussions, and homework, and classroom assessment.</p> <p style="text-align: center;">Diagnostic assessment of midterm and final exams to issue decisions of pass and fail.</p>	

<p>C. Affective and value-based goals</p> <p>A1 - Raising the student to love the Arabic language, and to understand that it is a miraculous language in which the miracle of the Holy Quran was performed.</p> <p>Part 2- Knowing the roots of Arabic words and how to access them in dictionaries....</p> <p>A1 - Awakening the student's awareness of the importance of knowing the articulation points of Arabic sounds, their characteristics, and their instructional situations during composition.</p>	
<p>Teaching and learning methods</p>	<p>Providing psychological motivation to achieve emotional goals. •</p> <p>Introducing modern Arabic poetry with its cultural dimensions, which instills in the student an awareness of the importance of •</p> <p>modern Arabic poetry and its role in the construction of human civilization and universal culture.</p>
<p>Evaluation methods</p>	

Class performance and exams	Standard method	Dictionaries of words, lexical schools	2	December 1
Class performance and exams	Standard method	Dictionaries of words (lexicographical schools)	2	December 2
Class performance and exams	Standard method	Al-Khali School of Phonetics and its Variations, its Dictionaries, the Method of Exploration in it and its Characteristics	2	December 3
Class performance and exams	Standard method	Al-Khali School of Phonetics and its Variations, its Dictionaries, the Method of Exploration in it and its Characteristics	2	December 4
Class performance and exams	Standard method	Al-Khali School of Phonetics and its Variations, its Dictionaries, the Method of Exploration in it and its Characteristics	2	January 1
Class performance	Standard method	Hebron School	2	Canon

And exams		Phonetics and its fluctuations), its dictionaries, the method of detection in it and its characteristics			Second 2
Class performance and exams	Standard method	Ibn Duraid School (The Special Alf-Buani Arrangement), its dictionaries, the method of discovery in it and its characteristics		2	January 3
Class performance and exams	Standard method	Ibn Duraid School (The Special Alf-Buani Arrangement), its dictionaries, the method of discovery in it and its characteristics		2	January 4
Class performance and exams	Standard method	Ibn Duraid School (The Special Alphabetical Order), its dictionaries, the method of discovery in it and its characteristics		2	February 1
Class performance	Standard method	Al-Jawhari School		2	February 2

And exams		Chapter, section, and rhyme; the dictionary, the method of discovery in them, and the characteristics			
Class performance and exams	Standard method	Al-Jawhri School (chapter, section, and rhyme); the dictionary, the method of discovery in it, and its characteristics	2	1	March
Class performance and exams	Standard method	Al-Zamakhshari School (alphabetical order); its dictionary, the method of discovery in it and its characteristics	2	2	March
Class performance and exams	Standard method	Al-Zamakhshari School (alphabetical order); its dictionary, the method of discovery in it and its characteristics	2		March 3
Class performance	Standard method	Reference materials	2		March 4

And exams					
Class performance and exams	Standard method	Al-Gharib Al-Musannaf by Abu Ubaid, Fiqh Al-Lughah by Al-Tha'labi, Al-Mukhtasar An Applied Study		2	April 1
Class performance and exams	Standard method	Al-Gharib Al-Musannaf by Abu Ubaid, Fiqh Al-Lughah by Al-Tha'labi, Al-Mukhtasar An Applied Study		2	April 2
Class performance and exams	Standard method	The concept of sound science and its topics		2	April 3
Class performance and exams	Standard method	Sound and letter, its components, function and importance		2	April 4
Class performance and exams	Standard method	Sound and letter, its components, function and importance		2	May 1
Class performance	Standard method	Consonants and vowels		2	May 2
Class performance	Standard method	Section types		2	May 3

And exams		High application			
Class performance and exams	Standard method	Sound outputs and their characteristics		2	May 4
Class performance and exams	Standard method	Phonetic phenomena: hamza, ishmām, ikhtilās, etc.		2	May 5
Class performance and exams	Standard method	The connection between sound and the shape of language and meaning		2	June 1
Class performance and exams	Standard method	sounds and dialects Arabic		2	June 2
Class performance and exams	Standard method	Arabic sounds and dialects		2	June 3
Class performance and exams	Standard method	The efforts of ancient and modern phoneticians		2	June 4
Class performance and exams	Method of solving problems	General review		2	July 1
Class performance and exams	Final exams			2	July 2nd

				3
12. Infrastructure				
1- Introduction to Arabic Phonetics Dr. Ghanem		-1- Required textbooks		
The Arabic Dictionary: its Origin and Development, Dr. Hussein Nassar		2 Main References (Sources)		
1- The Stages of the Arabic Dictionary, Dr. Hazem Al-Hilli		Recommended books and references (scientific journals, reports, etc.)		
Linguistic voices Ibrahim Anis - r		B - Electronic references and websites		
			
13. Curriculum Development Plan				

Although the curriculum for the Modern Literature course contains important information, it needs to rewrite - 1
some topics that were superficial in the way they were addressed and presented.

- 2- The course greatly lacks the practical models necessary to consolidate the theoretical material for the student.

Course description form

**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

Introduction:

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

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

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quaJerly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2024 regarding the programs that adopt the Bologna Process as the basis for their work.

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

Concepts and terminology:

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

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

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

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

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

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

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

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

Academic Program Description Form

University Name: Tikrit University

Faculty/Institute: Education for the humanities

Scientific Department: . Arabic

Academic or Professional Program Name: . Teaching methods

Final Certificate Name: . Bachelor's degree in Arabic

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

٢٠٢٥ / ٤ / ١٩

الاستاذ الدكتور
رشيد الطيف ابراهيم الحشماوي
معاون العميد للشؤون العلمية

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

الاستاذ الدكتور
عماد جويهر احمد
عميد كلية التربية للعلوم الإنسانية

Approval of the Dean

1. Program Vision

Program vision is written here as stated in the university's catalogue and website.

The student must be able to speak and write in an effective scientific, educational and technical manner in Arabic and English.

Adherence to the ethics of practicing the profession and the ability to demonstrate high professional competence, in addition to commitment to personal appearance and behavior. To be familiar with the standards of Arabic , to estimate market needs, to apply quality management concepts in educational work, and to acquire skills in information technology.

2. Program Mission

Program mission is written here as stated in the university's catalogue and website.

Possessing the Arabic ' ability to think critically on their own, solve problems, manage resources and time, describe the general Arabic specialization and its concepts in a scientific and educational way, and make the appropriate changes for that.

- The ability to conduct psychological analysis and scientific thinking by applying modern Teaching methods in the sciences and adhering to guidelines and instructions for any effectiveness in the organizational and administrative framework in implementing an educational project or confronting a psychological problem, solving it, evaluating it, submitting a proposal or plan, reformulating it, translating it, or interpreting it.

3. Program Objectives

General statements describing what the program or institution intends to achieve.

Preparing educational cadres in the specialty of engineering, Arabic , who are responsible for studying the country's need for development and progress and capable of meeting the needs of the labor market in state institutions and education sectors, and preparing an educated generation that is armed with science and adopts it as a sound basis to bring about radical changes and establishes scientific knowledge and the scientific method of thinking. Analysis serves the country's goals, enabling it to pursue higher studies and adapt to the development of technologies in order to keep pace with the expansion of human needs

4. Program Accreditation

Does the program have program accreditation? And from which agency?

Course description

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

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

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

Learning Outcomes Statement 1

Skills

Learning Outcomes 2

Learning Outcomes Statement 2

Learning Outcomes 3

Learning Outcomes Statement 3

Ethics

Learning Outcomes 4

Learning Outcomes Statement 4

Learning Outcomes 5

Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

The student must be able to speak and write in an effective scientific, educational and technical manner in Arabic and English.

- Adherence to the ethics of practicing the profession and the ability to demonstrate high professional competence, in addition to commitment to personal appearance and behavior.

To be familiar with the standards of Arabic , to estimate market needs, to apply quality management concepts in educational work, and to acquire skills in information technology.

10. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

Professional Development

Mentoring new faculty members

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

Professional development of faculty members

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

12. Acceptance Criterion

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

The Department of Arabic is subject to the work mechanism of the Ministry of Higher Education and Scientific Research - the Central Admissions Department, where graduates of the preparatory school, scientific branch, are nominated for admission to the department based on their graduation rates.

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Scientific communication aims to acquire modern scientific expertise and skills in the field of modern technical communication

Program Skills Outline

Required program Learning outcomes

[illegible]

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

Course Description Form

1. Course Name: Teaching methods	
2. Course Code:	
3. Semester / Year: annual	
4. Description Preparation Date: 26-3-2025	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total) 2 hours - 2 units	
7. Course administrator's name (mention all, if more than one name)	
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> Name: Dr. Falah Saleh Husse in Al- Jubou ri Email: </div> <div style="width: 35%; text-align: right;"> </div> </div>	
8. Course Objectives	
Course Objectives	<p>Οβφεχιτωεσ οφ τηε αχαδεμιχ προγραμ</p> <p>– Πρεπαρινγ εδυχατιοναλ χαδρεσ ιν τηε σπεχιαλτιψ οφ ενγινεερινγ, εδυχατιοναλ ανδ πσυχηολογιχαλ σχιενχεσ, ωηο αρε ρεσπονσιβλε φορ στυδψινγ τηε χουντρψ□σ νεεδ φορ δεπελοπμεντ ανδ προγρεσσ ανδ χαπαβλε οφ μεετινγ τηε νεεδσ οφ τηε λαβορ μαρκετ ιν στατε ινστιτυτιονσ ανδ εδυχατιον σεχτορσ, ανδ πρεπαρινγ αν εδυχατεδ γενερατιον τηατ ισ αρμεδ ωιτη σχιενχε ανδ αδοπτσ ιτ ασ α σουνδ βασισ φορ βριγγινγ αβουτ ραδιχαλ χηανγεσ ανδ πλαχινγ σχιεντιφιχ κνοωλεδγε ανδ τηε σχιεντιφιχ μετηοδ ιν Τηινκινγ ανδ αναλψζινγ ιν τηε σερπιχε οφ τηε χουντρψεσ γοαλσ, εναβλινγ ονε το πυρσυε ηιγηερ στυδιεσ ανδ αδαπτ το τηε δεπελοπμεντ οφ τεχηνολογιεσ ιν ορδερ το κεεπ παχε ωιτ</p>

			η της εξπαυσιον οφ ηυμαν νεεδσ.		
9. Teaching and Learning Strategies					
Strategy		The lecture method is by explaining and clarifying and encouraging students to diagnose and interpret some cases -Method of discussion -Inductive (deductive) method. -How to solve problems.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reportsetc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Education for Humanities

Scientific Department: Arabic

Academic or Professional Program Name: Bacheior of Arabic Language

Final Certificate Name: Bacheior of Arabic Language

Academic System: Annual

Description Preparation Date: 10/10/2024

File Completion Date: 23/3/2025

Signature:

Head of Department Name:

Rashid Latif Ibrahim

Date:

Signature:

Scientific Associate Name:

Hasan Esmaael Khalaf

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Imad Hamid Ahmed

Handwritten signature

****Guide to Academic Program and Course Description****



****Ministry of Higher Education and Scientific Research****

****Supervision and Scientific Evaluation Authority****

****Department of Quality Assurance and Academic Accreditation****

****Accreditation Section****

Introduction

The educational program is a coordinated and organized package of courses that include procedures and experiences structured into academic units. Its primary purpose is to develop and refine the skills of graduates, making them qualified to meet labor market demands. It is reviewed and evaluated annually through internal or external auditing programs, such as the external examiner program.

The academic program description provides a brief summary of the main features of the program and its courses, highlighting the skills students are expected to acquire based on the program's objectives. This description is crucial as it serves as the foundation for program accreditation. It is drafted by the teaching staff under the supervision of scientific committees in academic departments.

This second edition of the guide includes an updated description of the academic program, incorporating revisions and modifications based on recent educational system developments in Iraq. It includes the traditional academic program description (annual or semester-based systems) and integrates the standardized academic program description adopted according to the directive from the Department of Studies (T.M.3/2906) on 3/5/2023, particularly for programs following the Bologna Process framework.

In this context, we emphasize the importance of drafting precise academic program and course descriptions to ensure the smooth operation of the educational process.

Concepts and Terminology

****Academic Program Description:**** A concise summary of the program's vision, mission, and objectives, providing a precise outline of the intended learning outcomes based on specific learning strategies.

****Course Description:**** A brief overview of the main characteristics of a course, specifying the expected learning outcomes that students should achieve to ensure maximum benefit from available learning opportunities. It is derived from the academic program description.

****Program Vision:**** A forward-looking statement outlining the aspirations of the academic program, ensuring it is innovative, inspiring, realistic, and applicable.

****Program Mission:**** A concise explanation of the objectives and activities required to achieve them, determining the program's development path and direction.

****Program Objectives:**** Statements describing what the academic program aims to accomplish within a specific timeframe, ensuring they are measurable and observable.

****Curriculum Structure:**** All courses included in the academic program based on the adopted learning system (semester, annual, Bologna Process), whether required by the ministry, university, college, or academic department, along with the number of credit units.

****Learning Outcomes:**** A set of coherent knowledge, skills, and values acquired by students upon successfully completing the academic program. Learning outcomes for each course must be defined to align with the program's objectives.

****Teaching and Learning Strategies:**** The methods used by faculty members to develop student learning, including both classroom and extracurricular activities to achieve the program's learning outcomes.

Academic Program Description Template

****University Name:**** ... Tikrit University\

****College/Institute:**** College of Education for Humanities\

****Academic Department:**** Arabic Language Department\

****Academic or Professional Program Name:**** Bachelor of Arabic Language\

****Final Degree Awarded:**** Bachelor of Arabic Language\

****Study System:**** Annual\

****Program Description Preparation Date:**** 16/3/2025\

****File Completion Date:**** 20/3/2025

Program Vision

To achieve leadership and excellence as an educational institution that qualifies and graduates highly competent national human resources to meet labor market demands and serves as a primary source of applied research supporting economic processes and social development.

Program Mission

The university aims to fulfill its mission by providing high-quality education that meets global standards, equipping graduates with scientific and educational skills required for the job market, and emphasizing ethical and original scientific research. This contributes to the university's global distinction and enhances its role in solving societal issues and improving institutional performance.

Program Objectives

1. Supplying the Ministry of Education with specialized personnel in teaching Arabic language and Islamic education in secondary schools.
2. Enabling students to master Arabic grammar (syntax and morphology), rhetorical arts, and literature (pre-Islamic, Islamic, Abbasid, Andalusian, modern, and contemporary), with the ability to conduct scientific research in these fields.
3. Enhancing students' understanding of linguistic culture in historical and contemporary contexts, and developing their literary, linguistic, and writing skills.
4. Elevating students' awareness of Arabic language aesthetics, textual analysis, and recognition of influential literary figures across eras, particularly regarding the rhetorical miracles of the Holy Quran.
5. Equipping graduates with the necessary skills to teach the linguistic knowledge they have acquired to secondary school students, utilizing appropriate teaching methodologies and modern communication techniques.

Course Description Template

****Course Name:** Modern Arabic Literature / Prose**

****Course Code:** ...**

****Semester/Year:** Annual**

****Course Description Preparation Date:** 20/3/2025**

****Available Attendance Formats:** In-person – Online – Classroom**

****Total Study Hours/Credit Units:** 2 / 2**

****Course Coordinator:** Prof. Ibrahim Mustafa Hamad**

****Email:** ebraheem.m.hamad@tu.edu.iq**

****Assistant Lecturer:** Bidaya Mohi Roman**

****Email:** baydaa.mohy@tu.edu.iq**

Course Objectives

To introduce students to modern Arabic literature and its interactions with other literary traditions, with a particular focus on narrative studies.

Teaching and Learning Strategies

Using whiteboard explanations, modern educational tools such as PowerPoint, and providing updated references to clarify the course content.

Course Structure

Week	Hours	Expected Learning Outcomes	Unit/Topic	Teaching Method
Assessment Method				
---	----	-----	-----	-----
1	2	Presentation of the material	Concept of Modern Literature / Prose	Lecture
Oral				
2	2	Presentation of the material	Prose in Ancient Eras	Discussion
Written				

| 3 | 2 | Presentation of the material | Modern Prose and the Renaissance | Lecture
| Oral |

| 4 | 2 | Presentation of the material | Concept of Narration | Discussion | Oral
|

| ... | ... | ... | ... | ... | ... |

Course Evaluation

The final grade (out of 100) is distributed across daily participation, oral and written quizzes, monthly exams, and reports.

Learning Resources

****Required Textbooks (if available):****

****Main References (Sources):****

- "Narrative Discourse" by Gérard Genette

****Supplementary References (Scientific Journals, Reports, etc.):****

- "Analyzing the Narrative Text" by Saïd Yaqtin

****Electronic References and Websites:****

This translation maintains the structure and integrity of the original document while ensuring clarity and precision in English.

Academic Program Description Form

..... Tikrit University name: University of

.... Education for Humanities College/Institute: College of

..... Arabic Language ... Academic Department: Department of

..... Academic .Name of academic or professional program: Bachelor's degree

..... Arabic Language Final degree title: Bachelor's in

Annual :Academic system

2025/24/3 :Description preparation date

2035/24/3 :File completion date

: the signature

الإستاذ المساعد
رسله الطيف الراحيم الحشماوي
معاون العميد للشؤون
الأكاديمية

: the signature



Dr. Rashid .Prof :Name of the Scientific Assistant Dr. Hassan Ismail Khalaf :Name of the Department Head
Latif Ibrahim

2025/24/3 :Date 2025/24/3 :Date

:File checked by

Quality Assurance and University Performance Division

Prof. Dr. Fahd Shalash :Name of the Director of the Quality Assurance and University Performance Division
Khalaf

2025/24/3 : Date

the signature

الإستاذ الدكتور
فهد شلاش خلف



Prof. Dr. Imad Hamid Ahmed . Approval of the Dean

Program vision .1

The program description provides a concise summary of the most important characteristics and educational outcomes that are demonstrably expected of the student if they make the most of the available opportunities. It is course within the program. The vision of accompanied by a description of each the Arabic Language Department is defined by the fact that the Arabic language is the identity of its people, and that achieving the department's goals nguage, which is the is linked to adhering to the eternal heritage of the Arabic la richest among languages in its ability to keep pace with modern developments .and the most receptive to linguistic enrichment

Program message .2

Delivering academic material to students in the simplest possible ways, achieving the desired educational objectives, revealing what students have learned through written and oral examinations, and developing linguistic We also aim to graduate undergraduate .abilities in a comprehensive manner students, prepare them for practical life, and deliver the message of the Arabic language to society by providing schools with distinguished teaching staff and .Iraqi universities with academic cadres

ectivesProgram obj .3

Objectives vary, some being general and some being specific, depending on :the nature of the subject

1- -:General objectives

- 1- Providing the Ministry of Education with specialized staff to teach the .Arabic language
- 2- Enhancing the student's awareness of the horizons of linguistic .culture, both ancient and modern
- 3- Enabling the student to master the rules of the Arabic language, its literary arts and rhetoric, as well as writing research papers related to

.it

- 4- graduates to acquire the skills to teach the various linguistic To enable g sciences they have learned, especially the Arabic language and its .various branches
- 5- To advance the student's understanding of the aesthetics of the Arabic s, especially those related to the language and the analysis of its text .texts of the Holy Qur'an and poetry
- 6- The student should be familiar with all schools of literary criticism, .ancient and modern poetic texts, as well as prose texts
- 7- takes and Preserving the integrity of the Arabic language from mis errors, maintaining the integrity of pronunciation, correctness of .expression, and precision of meaning in speech
- 8- depth studies on everything related to language and -Preparing in .literature

ب- Private

It is related to the type of specialized subject, and grammar is an important specialized subject with specific goals that the teacher seeks to :based-convey to the student, and which are cognitive and skill

أ- :-Cognitive

- 1- Enabling the student to master the rules of the Arabic language and .control the grammatical aspect
- 2- The student will be able to apply the rules of the Arabic language in .various linguistic uses
- 3- .uresDistinguish between, recognize and understand multiple struct
- 4- Knowing the various grammatical opinions and the scholars' position ,on each issue mentioned
- 5- .Improve and control the tongue

ب- .Skill

The student should be able to master the teaching and -1 .measurement methods of the scientific material

t should be able to choose the appropriate teaching method according to the scientific subject he is studying -2
The student should be able to solve problems related to understanding the subject matter by using educational psychology -3
teaching methods theories and modern t

Program accreditation .4

The educational program relies on the Internet and its applications in similar universities, as well as on training courses held by the Quality and University Performance Departments on the program in various colleges and institutes in Iraqi universities

Other external influences .5

The sole sponsor of the program is Iraqi universities (Tikrit University) and the Ministry of Higher Education and Scientific Research

Program structure .6

comments	percentage	Study unit	Number of courses	Program structure
-are non 11 specialized and the rest are specialized	%90	168	39	Institutional requirements
Matching	%90	Matching	Matching	College requirements
Matching with suggested educational materials	%90	Matching	and currently matching)) .materials	Department requirements

	%100	2	1	Summer training
	Nothing	Nothing	Nothing	Other

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

is a grammatical material related to the subject (Ibn The program description .7 Aqil's Explanation, Part Four). Here we define its characteristics and expected .outcomes and the maximum benefit from it for the student

Credit hours		Course name	Course code	Year/Level
practical	theoretical	Arabic Grammar/Fourth		Annual course
.....	60			

Expected learning outcomes of the program .8

Knowledge and skills are achieved through employability and personal .development

1- Ability to adjust written and spoken texts

2- Knowledge of methods for presenting grammatical material correctly

Gain knowledge of the characteristics of Arabic grammar and how it affects the .understanding of Arabic texts

Learning Outcome Statement 1 Learner's response to stimuli that change) during transition to general or new (ationssitu	Learning outcomes 1, behavioral (the teacher adopts tasks that require primary thinking skills such as remembering, understanding, application, and guidance towards the correct answer through various (means and strategies
---	--

The) 20 Learning Outcome Statement learner received and understood these skills and processed, stored, and	Learn 2 Cognitive (solving problems that require advanced thinking skills such as understanding, application, analysis,
---	---

(retrieved the information when needed	(and creativity + evaluation
Learning Outcome Statement 3 (The learner is an active agent who builds his/her instructions and interprets the information he/she receives based on (his/her personal experience	defined -Constructivism (solving ill 3 Learn problems using advanced thinking skills such as understanding, application, analysis, (tion, and creativityevalua

Values include respect, appreciation, quality, professionalism, belonging, .discipline, teamwork, integrity, accountability, and academic freedom

Statement of learning outcomes (4) tional Possessing the skill in the educa aspect after graduation, with his scientific knowledge, in addition to his (possession of communication skills	Learning Outcomes 4: Knowledge and Skill
Learning Outcomes Statement 5 Through the scientific material) presented to the student and his n of it, he is able to possess a applicatio competency represented by a set of goals .that he seeks to achieve	Learning Outcomes 5 Competency

Teaching and learning strategies .9

Teaching and learning strategies and methods adopted in implementing the program in .general

It is a deliberate and planned process that we achieve inside and outside the educational assessment, active learning, spaced repetition, -institution, represented by (pre application in the real world, continuous reinforcement, learning support, knowledge up opportunities) and the adoption of cooperative learning, -verification, and follow .based learning, and blended learning-discovery learning, problem

**Evaluation Methods: Traditional teaching methods are not used here, but .10
ws, and attempts are made to understand the student's rather observation, interview
based objectives of the specific field. -ideas about the emotional and value**

Evaluation methods are also adopted, such as direct observation, simulation, the use of formative, summative, written tests, essay writing, and research, and t .and diagnostic assessments

.Implementing it in all stages of the program in general

Faculty .11

Faculty members

Faculty preparation		Requirements/Skills (if (any	Specialization		Academic rank
lecturer	angel		private	general	
	angel	Teaching grammar according to Ibn Aqil's explanation, Part 4, with the .use of supporting books	Grammar and semantics	the language	Prof. Dr. -1
	angel	Analysis of texts, evidence and examples included in Ibn Aqil's explanation, Part Four, in addition to applications that become clear and revealing to the various student using .educational methods	Grammar	the language	Nafie Alwan Bahlol Prof. Dr. Habib Ahmed Ali Mahmoud

Professional development

Orientation of new faculty members

time -time, and part-Briefly describes the process used to orient new, visiting, full .faculty members at the institutional and departmental levels

The instructor's duties also include guiding new instructors, providing them with experience, strengthening them, and encouraging them to use their knowledge in a way that the advanced instructor possesses over the later instructors, in addition to .ng up on their work and evaluating itfollowi

Professional development for faculty members

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

The mechanism for continuous development of the instructor depends on his constant awareness of all that is new in the field of education and its application, in addition to development through -cation and his selfhis awareness of enhanced learning in edu writing research papers and seminars and contributing to providing the educational .institution with important scientific achievements

Acceptance Criteria .12

Establishing regulations related to admission to the college or institute, whether central) (admission or other mentioned

Central admission, supported by interviews for the accepted student to achieve .or completion of admissionlinguistic and pronunciation immunity as a condition f

The most important sources of information about the program .13

.Remember briefly

The Internet, solid scientific literature, research and scientific seminars

Program Development Plan .14

The development plan takes into account the need, efficiency, and use of advanced systems and everything new in order to keep pace with modern systems and avoid

.regression and backwardness in the program's style and nature

Program Skills Map

Required learning outcomes of the program

values				Skills				knowledge				Essential or optional	Course name	Course code	Year/Level
A4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				2025
=				=				=				essential	Fourth grammar		Fourth morning and evening

Please tick the boxes corresponding to the individual learning outcomes of the *
program being assessed

Course Description Form

Course name .1	
Grammar/Stage Four	
Course code .2	
Semester/Year .3	
For the year 2024/2025	
Date this description was prepared .4	
2025/27/3	
Available forms of attendance .5	
Class attendance	
(Number of study hours (total) / Number of units (total) .6	
study hours, number of units: 3 60	
(Name of the course supervisor (if more than one name is mentioned) .7	
:Name: Prof. Dr. Nafeh Alwan Bahlol Emailnafe3.a.bahlol@tu.edu.iq	
Name: Prof. Dr. Habib Ahmed Alihabahm@tu.edu.iq	
Course objectives .8	
<ul style="list-style-type: none"> To identify and understand the opinions of grammarians and the differences between them Building a scientific personality that controls the correct at are grammatical methods th compatible with the Arabic ...language Identifying examples from the Qur'an, a poetic text, or an example, and enabling the student to comprehend them and understand the rules derived from them, in order to employ them in teaching in the future 	Course objectives
Teaching and learning strategies .9	
	Strategy
Course structure .10	

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watch es	week
Classroom performance, oral and written tests	Standard and Text Method	The call and its (types (3	Introducing the student to the subject, making him understand it, and improving his linguistic abilities	3	October 1
	Standard and Text Method	Types of calling (3)		3	--2 October 2
					--3 October 3
	=	The vocative th noun, bo inflected and (inflected (3	Understand the types of calling	3	4 October
	=	The call known (as (3	Differentiating between the in and -built the declined vocative	3	November 5
	=			3	November 2020 '6
	=	The softening and the cry for (help (3	Reveal the mechanism of known call the	3	November 7
	=			3	November 2014 '8
	=	(The scar (3	Definition of tarkhīm and mustagāḥ	3	December 1991 '9
	=	(Specialization (2 Applications (1		3	December 2020 '10
Classroom performance and exams	Standard method		Definition of scar		December 2013 '11
	Text method, standard method	Temptation and (warning (2	Definition of specialization	3	December 2014 '12
		Applications for (them (1	Definition of temptation and warning (2), applications 1	3	January 2011 '13
Classroom performance	=	The parsing of temptation		3	
	Text method, standard method	Verb names and (sounds (3	How to parse temptation		January 2020 '14

Exams =				3	
Oral exams and Editorial	Text method and standard method	Completing the topic	Definition of verb names and sounds	3	January 2033 '15
				3	
		Applications, review and exam for the second month (first (semester	Completing the topic	3	January 2044 '16
Classroom performance and exams	Text method and standard method		Applications, review and exam for the second month	3	February 1917 '17
	Text method and standard method	-The non declinable (2) and its (applications (1		3	February 18
Classroom performance and exams	Text method and standard method		Definition of declinable -non nouns	3	-19 Administrator 1
		Completing the topic		3	
Classroom performance and exams	Text method and standard method	Completing the topic	Completing the topic	3	-20 Administrator 2
	Text method and standard method			3	
Classroom performance and exams	Text method and standard method	Completing the topic	Completing the topic	3	-21 Administrator 3
				3	
Classroom performance and exams	Text method and standard method	Definition of the present tense (verb (3	Completing the topic	3	-22 Administrator 4
		The present tense (verb (3		3	
Classroom performance and exams	Text method and standard method		Definition of the verb and its parsing		
		The subjunctive and jussive verbs (3)	Definition of the present tense verb	3	April 23, 1919
	Text method and standard method			3	
Classroom performance	Text method and	Applications, review and exam	Definition of the parsing of		April 24, 2020

nce and exams	standard method	for the first month/second semester	the present tense verb / accusative and jussive	3	
Oral and written				3	
Classroom performance and exams	Standard method	Letters included Meaning of the (condition (3	Applications, review and exam	3	April 25, 2033
Classroom performance and exams	Text method and standard method	Completing the topic	Definition of letters that include the meaning of the condition		April 26, 2044
Classroom performance and exams	Text method and standard method	(Issue (3	Completing the topic		May 1-27
Classroom performance and exams	Text method and standard method	Parsing of the (number (3	Defining and writing the number		May 2-28
Classroom performance and exams		Letters that include the meaning of the (number (3	Definition of the declension of the number		May 3, -29 4
Classroom performance and exams		Sentences that have grammatical (positions (3	Definition of what includes the meaning of the number		
Classroom performance and exams		Sentences that have no syntactic (position (3	Definition of sentences		
Classroom performance and exams		Applications, review, and exam for the second month, second semester	Definition of sentences		
Oral and written			Applications, review, and exam		

Course Evaluation .11

The grade is distributed out of 100 based on the tasks assigned to the student, such as .daily preparation, daily, oral, monthly and written exams, reports, etc

Learning and teaching resources .12

Explanation of Ibn Aqil, Part 4, Parsing of Sentences and Similar (Din Tabawa-Sentences (Fakhr al	(Required textbooks (methodology if any
-Mubarrad, Al-Muqtaṣab by Al-Al -Hajib, Al-Kafīyah by Ibn Al -Zamakhshari, Al-Mufasssal by Al Kafīyah by Ibn Malik-Shafīyah Al	(Main References (Sources
Wafi by (Abbas -Nahw Al-Al Wadih by -Nahw Al-Hassan), Al Jarim, Mustafa Amin), -Ali Al) Applied Grammar by (Khaled Abdel Aziz), and magazines specializing in the Arabic language what is published in them and Journal of the Arabic Language) (and Literature	Recommended supporting books and (...references (scientific journals, reports
Arabic Information Network www.maktabtk.com : ://https	Electronic references, websites

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Education for Humanities

Scientific Department: Arabic

Academic or Professional Program Name: Bacheior of Arabic Language

Final Certificate Name: Bacheior of Arabic Language

Academic System: Annual

Description Preparation Date: 10/10/2024

File Completion Date: 23/3/2025

Signature:

Head of Department Name:

Rashid Latif Ibrahim

Date:

Signature:

Scientific Associate Name:

Hasan Esmaael Khalaf

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:

Approval of the Dean

Imad Hamid Ahmed

Esta descripción del curso proporciona un breve resumen de las características más importantes del curso y los resultados de aprendizaje que se espera que el estudiante logre, demostrando si él o ella ha aprovechado al máximo las oportunidades de aprendizaje disponibles. Debe estar vinculado a la descripción del programa.;

Descripción del curso

الأستاذ الدكتور
حسن بن عبد الله خلف الحاج
رئيس قسم اللغة العربية

1. Institución educativa	Universidad de Tikrit / Facultad de Educación para Ciencias Humanas
2. Departamento / Centro Científico	Departamento de Lengua Árabe
3. Nombre/código del curso	Literatura árabe antes del Islam (época preislámica) / primer grado
4. Formularios de asistencia disponibles	Clases magistrales
5. Semestre/Año	Curso Anual
6. Número de horas de crédito (total)	120 horas
7. Fecha de elaboración de la presente descripción	27/ 5/ 2024
8. Objetivos del curso	
1- Ofrecer una visión general de la literatura árabe en la época	

preislámica.

2- Introducir a los estudiantes a las características más importantes que caracterizan la literatura de este período e introducirlos en su importancia civilizatoria y cultural, ya que representa la identidad histórica y la profundidad establecida de la cultura árabe antes del Islam, que se conservó para nosotros a través de la narración oral y confiable hasta que alcanzó las edades de codificación que la preservaron para nosotros de la pérdida,

3- Así como presentar a los poetas más importantes de esta época y la especificidad de cada uno de ellos.

4- Arrojar luz sobre la prosa de la época en sus diversas formas y proporcionar modelos para cada arte de la prosa de la época preislámica.

10. Resultados del curso y métodos de enseñanza, aprendizaje y evaluación

A - Objetivos cognitivos

R1- Después de recibir este material, el receptor es muy consciente de la importancia de la literatura de la época preislámica.

A2- Desarrollar sus gustos para degustar los más altos modelos de poesía y prosa.

A3- Desarrollar la capacidad de analizar textos e identificar las imágenes e imaginaciones en ellos..

B - Objetivos de competencias del curso.

B1 – Dominar la lengua árabe de los alumnos mediante la lectura y memorización de textos poéticos antiguos.

B2 – Desarrollar el sentido y el gusto del alumno y desarrollar sus habilidades para comprender textos literarios y tocar la belleza que hay en ellos.

Métodos de enseñanza y aprendizaje

_ El método estándar (conferencia).

_ Método de texto.

Métodos de evaluación

_ Evaluación estructural (formativa) de los exámenes diarios, y anotar el desempeño del estudiante en las discusiones y tareas de aula y seguimiento, y la evaluación en el aula.

_ Evaluación diagnóstica del semestre y exámenes finales para emitir juicios de éxito y fracaso.

C. Metas emocionales y de valor

C1- El estudiante fue educado para amar la lengua árabe, y para comprender que es una lengua milagrosa en la que se realizó el milagro del Sagrado Corán.

Parte 2- Conocer la estética de la lengua árabe a través de la revisión de los mejores modelos poéticos y literarios de la época preislámica.

A3- Despertar en el alumno la conciencia del valor del patrimonio poético y literario árabe en todas sus formas, de todas las ideas y del diálogo civilizado.

Métodos de enseñanza y aprendizaje

- Proporcionar motivación psicológica para alcanzar objetivos emocionales.
- Dotar a los modelos poéticos y literarios de sus dimensiones civilizadas, artísticas, lingüísticas y literarias, que inculquen en el alumno la conciencia de la importancia del patrimonio literario árabe en la era

preislámica de la fe y su papel en la construcción de la civilización humana y la cultura universal.

Métodos de evaluación

_ Se utiliza en la medición de la evaluación más de una forma de proporcionar exhaustividad:

En primer lugar, el método estándar del ensayo a través del cual se comprenden las ideas del estudiante sobre los objetivos emocionales y de valor.

En segundo lugar, el método de las pruebas objetivas, que está representado por pruebas con respuestas cortas, como opción múltiple, rellenar los espacios en blanco, y verdadero y falso.

D - Competencias generales y de rehabilitación transferidas (otras competencias relacionadas con la empleabilidad y el desarrollo personal).

D1- Capacidad para analizar textos poéticos y conocer sus pesos y los mares que se organizan en ellos.

D2- Memorizar textos poéticos y conocer su importancia civilizatoria, artística y cultural como ciencia de personas que no tenían un

conocimiento más correcto que ella.

1. Estructura del curso

semana	Horas	Resultados de aprendizaje requeridos	Nombre de la Unidad / Asignatura	Método de educación	Método de evaluación
1 de diciembre	4		El significado lingüístico e idiomático de la literatura	Método estándar	Rendimiento en el aula y exámenes
2 de diciembre	4		El significado lingüístico e idiomático de la literatura	Método estándar	Rendimiento en el aula y exámenes
3 de diciembre	4		El significado lingüístico e idiomático de la literatura	Método estándar	Rendimiento en el aula y exámenes
4 de diciembre	4		El significado lingüístico e idiomático de la literatura	Método estándar	Rendimiento en el aula y exámenes
5 de enero	4		Fuentes de la literatura anterior al Islam (novela - diccionarios - colecciones - libros de	Método estándar	Rendimiento en el aula y exámenes

			elecciones y entusiasmo)		
1 de enero	4		Fuentes de la literatura anterior al Islam (novela - diccionarios - colecciones - libros de elecciones y entusiasmo)	Método estándar	Rendimiento en el aula y exámenes
1 de enero	4		Fuentes de la literatura anterior al Islam (novela - diccionarios - colecciones - libros de elecciones y entusiasmo)	Método estándar	Rendimiento en el aula y exámenes
1 de enero	4		Fuentes de la literatura anterior al Islam (novela - diccionarios - colecciones - libros de elecciones y entusiasmo)	Método estándar	Rendimiento en el aula y exámenes

de febrero	4		Poesía A - Narración y documentación de poesía, Bar - El tema del plagio y sus causas, y la presentación de las opiniones de los autores	Método estándar	Rendimiento en el aula y exámenes
de febrero	4		Poesía A - Narración y documentación de poesía, Bar - El tema del plagio y sus causas, y la presentación de las opiniones de los autores	Método estándar	Rendimiento en el aula y exámenes
de marzo	4		Temas de la poesía árabe antes del Islam	Método estándar	Rendimiento en el aula y exámenes
de marzo	4		Temas de la poesía árabe antes del Islam	Método estándar	Rendimiento en el aula y exámenes

1 de marzo	4		Características técnicas de la poesía antes del Islam	Método estándar	Rendimiento en el aula y exámenes
1 de marzo	4		Características técnicas de la poesía antes del Islam	Método estándar	Rendimiento en el aula y exámenes
1 de abril	4		Poetas de los colgantes	Método estándar	Rendimiento en el aula y exámenes
1 de abril	4		Poetas de los colgantes	Método estándar	Rendimiento en el aula y exámenes
1 de abril	4		Poetas de los colgantes	Método estándar	Rendimiento en el aula y exámenes
1 de abril	4		Poetas de los colgantes	Método estándar	Rendimiento en el aula y exámenes
1 de mayo	4		Poetas caballeros	Método estándar	Rendimiento en el aula y exámenes
1 de mayo	4		Poetas caballeros	Método estándar	Rendimiento en el aula
Clase 3	4		Poetas	Método	Rendimiento en el aula y

[illegible]

12. Infraestructura	
1 Libros de texto obligatorios	<p>1- Historia de la literatura árabe (época preislámica), Shawqi Deif, Edición: 6.</p> <p>2- Historia de la literatura árabe antes del Islam, Nouri Hamoudi Al-Qaisi y sus colegas, Dar Al-Hurriya para la imprenta, 1979.</p>
2 Principales referencias (fuentes)	<p>Fuentes de la poesía preislámica y su valor histórico - d. Nasir al-Din al-Assad</p> <p>Fuentes y características de la poesía preislámica - Rajeh Jannat al-Rahman</p>
Libros y referencias recomendadas (revistas científicas, informes ,....)	<p>Investigación académica sobre poesía y literatura en la era preislámica publicada en revistas científicas arbitradas dentro y fuera de Irak.</p>
B Referencias electrónicas, sitios web	

13. Plan de desarrollo del curso
1- El currículo prescrito para la literatura en la época preislámica se caracteriza por su amplitud y capacidad, pero necesita aumentar las

horas para cubrir el vocabulario del material de manera satisfactoria y adecuada.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Education for Humanities

Scientific Department: Arabic

Academic or Professional Program Name: Bacheior of Arabic Language

Final Certificate Name: Bacheior of Arabic Language

Academic System: Annual

Description Preparation Date: 10/10/2024

File Completion Date: 23/3/2025

Signature:

Head of Department Name:

 Rashid Latif Ibrahim

Date:

Signature:

Scientific Associate Name:

 Hasan Esmaael Khalaf

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

Signature:



Approval of the Dean

Imad Hamid Ahmed

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Education for Humanities

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Date:

Signature:

Approval of the Dean

Imad Hamid Ahmed

Course description form for the Arabic Grammar course for the first stage

Course teacher: Prof. Dr. Ammar Taha Ahmed Ghanem

.Description date: 3/20/2025 AD / 20 Ramadan 1446 AH

Course description:

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

1. Educational Institution:	Tikrit University/ College of Education for Humanities
2. Scientific Department / Center	Arabic Language Department
3. Course name	code: Arabic Grammar/First Grade
4. Available forms of attendance	Classroom lectures
5. Semester	Year Annual Course
6. Number of study hours (total):	96 hours
7. Date of preparation of this description:	3/20/2025
Course objectives	
Introducing the student to Arabic grammar, the most important	

grammatical schools, the efforts of scholars in writing in the science of grammar, and identifying the reasons for its emergence and development

Course outcomes, teaching, learning and assessment methods ;

:A- Cognitive Objectives

A1- After completing this course, the student will acquire a broad knowledge of Arabic grammar

A2- Become familiar with the most important grammatical schools and approaches to the development of the Arabic language

A3- Be able to write in fluent, eloquent Arabic and speak Arabic extemporaneously, at a high level

. B - Course-specific skill objectives

.B1 - Knowledge of Arabic grammar, styles, and structures

B2 - Knowledge of the most important modern literary schools and the ability to analyze texts

.B3 - Knowledge of syntax and the meaning it conveys in structures

Teaching and learning methods

-(Standard method (lecturing
-Text method

Evaluation methods

Formative assessment includes daily exams, observing and monitoring student performance in class discussions and homework, and classroom assessment

Diagnostic assessment includes midterm and final exams to determine success or failure

C- Affective and Value-Based Objectives

A1- Raising the student to love the Arabic language and understanding it as a miraculous language in which the miracle of the Holy Quran was performed

A2- Knowing the most important grammatical terms and opinions that help students maintain the integrity of their Arabic language

A3- Awakening the student's awareness of the importance of grammar as the most prominent innovation of the Arabic language

Teaching and learning methods

- Providing psychological motivation to achieve emotional goals
- Introducing Arabic grammar with its cultural and aesthetic dimensions, which instills in students an awareness of the importance of modern Arabic grammar and its role in human civilization and the high culture of the Arab people

Evaluation methods

Multiple assessment methods are used to ensure :comprehensiveness

First, the essay-based approach, which assesses students' understanding of affective and value-based objectives

Second, the objective testing approach, which consists of short-answer tests such as multiple-choice, fill-in-the-blank, and true-false

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

D1- The ability to understand texts, recognize correct and incorrect expressions, and the strengths of pronunciation and eloquent speech

D2- Memorize the opinions and rules established by grammarians and recognize their civilizational, artistic, and cultural significance, given that grammar is one of the Arab sciences, and they had no more correct science

10. Course structure					
Week	Hours	Required Learning Outcomes	Unit/Or Topic Name Teaching	Method Assessment	Method
Decemb er 1	3		Speech and what it consists of	Standard method	Classroom performance and exams
Decemb er 2	3		Name tags	Standard method	Classroom performance and exams
Decemb er 3	3		Verb signs	Standard method	Classroom performance and exams
Decemb er 4	3		Character signs	Standard method	Classroom performance and exams
January 1	3		Types of action	Standard method	Classroom performance and exams
January 2	3		Built and expressed	Standard method	Classroom performance and exams
January 3	3		The parsing of the six nouns	Standard method	Classroom performance and exams
January 4	3		Dual and sound masculine plural nouns	Standard method	Classroom performance and exams

Februar y 1	3		Appendix to the sound masculine /plural sound feminine plural	Standard method	Classroom performance and exams
Februay 2	3		Indefinite and definite / Conscience	Standard method	Classroom performance and exams
March1	3		Conscience	Standard method	Classroom performance and exams
March2	3		science - demonstrative pronoun	Standard method	Classroom performance and exams
March3	3		Connected	Standard method	Classroom performance and exams
March4	3		Delete return	Standard method	Classroom performance and exams
April1	3		Identified by: Al	Standard method	Classroom performance and exams
April2	3		Beginning: subject and predicate	Standard method	Classroom performance and exams
April3	3		Advancing the	Standard	Classroom


			subject and /predicate Delaying the subject and predicate	method	performance and exams
April4	3		Deletion of the subject and predicate and multiple predicates	Standard method	Classroom performance and exams
May1	3		Kan and its sisters - its function	Standard method	Classroom performance and exams
May2	3		Action: "laysa"	Standard method	Classroom performance and exams
May3	3		has always been - has always been - is still - has always been Conditions of its operation	Standard method	Classroom performance and exams
May4	3		The meanings of these verbs/the mediation of these verbs	Standard method	Classroom performance and exams
June1	3		Refrain from presenting news that is not upon it	Standard method	Classroom performance and exams
June2	3		The extra word was - delete it alone	Standard method	Classroom performance and exams

			- delete it with its name		
June3	3		Letters similar to "laysa": ma, la, laat, and an	Standard method	Classroom performance and exams
June4	3		Verbs of approximation, verbs of hope, and verbs of initiation	Standard method	Classroom performance and exams
July1	3		General review	Method of solving problems	
July2-3			Final exams		

Infrastructure	
1. Required prescribed books	Ibn Aqil's commentary on Ibn Malik's Alfiyyah. Edited by the scholar Muhammad Muhyi al-Din Abd al-Hamid
(2. Main References (Sources	1. - Explanation of Qatr al-Nada by Ibn Hisham 2. The Clearest Paths by Ibn Hisham 3. Explanation of al-Ashmouni

A- Recommended books and references (scientific journals, (.reports, etc	Books on grammar, morphology, spelling and .dictionaries
B - Electronic references, Internet sites	The comprehensive library and official language websites

Course development plan
<p>1. Although the Modern Literature curriculum contains important information, it needs to rewrite some topics that are superficial in .their approach and presentation</p> <p>2. The curriculum greatly lacks the practical examples necessary to .consolidate the theoretical material for students</p>


 prof. Dr. Ammar Taha Ahmed

**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

Academic Program Description Form

University Name: Tikrit University.

College/Institute: College. Education for Human Sciences..

Scientific Department: Arabic Language ..

Academic or Professional Program Name: Bachelor. Arabic language.

Final Certificate Name: Master.

Academic System: Annual

Date of preparation of the description : ٢٠/٣/٢٠٢٥

File Filling Date: ٢٠/٣/٢٠٢٥

Signature: Signature:

Head of Department: Prof. Hassan Ismail Khalaf

Date:

Scientific Associate Name: A. Dr. Rashid Latif Ibrahim

Date:

Check the file by:

Division of Quality Assurance and University Performance

Name of the Director of the Division of Quality Assurance and
University Performance:

Signature

Date

Approval of the Dean

Course Description Form

١. Course Name	
Expression and creation	
٢. Course Code	
First stage	
٣. Semester/Year	
Annual Course	
٤. Date of preparation of this description	
٢٠/٣/٢٠٢٥	
٥. Available Attendance Forms	
Classroom Lectures	
٦. Number of credit hours (total) / number of units (total)	
٦٠ hours	
٧. Course administrator's name (if more than one name is mentioned)	
Name::Eng. Ibrahim Khalil Ibrahim Email: Ibrahim. Khalil^@tu.edu.iq Dr. Marwa Mamdouh Hoyer	
٨. Course Objectives	
Course Objectives	١- Improving writing skills: Enable students to write clear and structured texts using a variety of linguistic styles. ٢- Developing critical thinking skills: Encouraging students to think critically and analytically while writing texts. ٣- Developing oral expression skills:

			enhancing the student's ability to express his ideas and opinions logically and effectively. ٤- Enriching linguistic culture: Providing students with the necessary knowledge about linguistic rules and grammatical structures that support the quality of writing and expression. ٥- Learning the arts of literary writing: Providing the student with the ability to write in different literary styles such as story, article, message, and discourse. ٧. Observance of rhetorical requirements: Teach students to use different rhetorical methods (such as metaphor and metonymy) to enrich texts and improve their appeal.		
٩. Teaching and learning strategies					
Strategy			Cooperative learning: through students working in groups, where they share knowledge and learn from each other Active learning: Make the student an active participant in the education process.		
١٠. Course Structure					
The week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
October first week	٢	_____	Sources, references and help books and introducing	Standard text method	Classroom performance and exams

			students to them		
Second week	۲		Definition of the term expression	Standard text method	Classroom performance and exams
Third week	۲		The status of expression and its importance among the branches of language	Standard text method	Classroom performance and exams
Fourth week	۲		Objectives of teaching expression	Standard text method	Classroom performance and exams
November first week	۲		Reasons for the difficulty of teaching expression	Standard text method	Classroom performance and exams
Second week	۲		Types of linguistic expression according to the method of performance (oral and written expression)	Standard text method	Classroom performance and exams
Third week	۲		Types of linguistic expression according to purpose (functional	Standard text method	Classroom performance and exams

			expression and creative expression)		
Fourth week	۲		Definition of construction in language and terminology and explanation of the elements of construction	Standard text method	Classroom performance and exams
December first week	۲		The difference between expression and construction	Standard text method	Classroom performance and exams
Second week	۲		Steps to write a creation	Standard text method	Classroom performance and exams
Third week	۲		Construction Clerk Steps	Standard text method	Classroom performance and exams
Fourth week	۲		Activity (Writing Text)	Standard text method	Classroom performance and exams
January first week	۲		Poetic witness	Discussion	Classroom performance and exams
Second week	۲		Types of poetic witness	Standard text method	Classroom performance and exams
Third week	۲		Punctuation	Standard	Classroom performance

				text method	and exams
Fourth week	٢		The importance of punctuation marks in writing texts	Standard text method	Classroom performance and exams
February first week spring break					
Second week spring break					
Third week	٢		Style in language and idiom	Standard text method	Classroom performance and exams
Fourth week	٢		Types of style	Standard text method	Classroom performance and exams
March first week	٢		Scientific style	Standard text method	Classroom performance and exams
Second week	٢		Literary style	Standard text method	Classroom performance and exams
Third week	٢		Fields of expression in the Arabic language	Standard text method	Classroom performance and exams
Fourth week	٢		Sermon	Standard text method	Classroom performance and exams
April first	٢		History	Discussion	Classroom

week					performance and exams
Second week	٢		Messages	Standard text method	Classroom performance and exams
Third week	٢		Article	Standard text method	Classroom performance and exams
Fourth week	٢		Article Review	Standard text method	Classroom performance and exams
Mays first week			Comprehensive exam for the subject		
Second week					
Third week					
Fourth week					

١١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written exams, reports... etc

١٢. Learning and Teaching Resources

Required textbooks (methodology, if any)	Lectures on expression and construction
Key references (sources)	Designated in creation and expression
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	