

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

## first semester - Course description for the first stage

### (grammar) Course description

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

<b>University of Fallujah</b>	Educational institution . <sup>١</sup>
Arabic	department /center Scientific . <sup>٢</sup>
Grammar	Course name/code . <sup>٣</sup>
Actual and integrated where necessary	Available attendance forms . <sup>٤</sup>
٢٠٢٤-٢٠٢٥ / course) / first stage) First semester	year /stage /Semester . <sup>٥</sup>
study hours <sup>٤٥</sup>	(total) Number of study hours . <sup>٦</sup>
٢٠٢٥-٢٠٢٥	Date this description was . <sup>٧</sup> prepared
Course objectives . <sup>٨</sup>	
<p>The grammar course aims to gain sufficient knowledge of the rules of the Arabic language protects the tongue from melody that leads to loss of meaning or confusion, in a way that or violation of intent, falling into verbal fallacies, and distortion of styles, since meaning and smooth pronunciation are linked to sound parsing, flow of movements, and their .quencese</p>	

<b>outcomes and teaching, learning and evaluation methods Course .<sup>٩</sup></b>
<p>Cognitive objectives -A Teaching students to think grammatically that does not conflict with the spirit of -١A .the Arabic language in terms, meaning, and style letting students speak eloquent speech that befits the beauty and Repeatedly -٢A .elegance of Arabic and the noble values and refined morals it contains</p>
<p>.the course of objectives skills The - B and This includes grammatical puzzles that expand the paths of thought - ١B .consolidate subjective information Acquiring the skill of deceiving others with grammar and camouflaging others - ٢B .with more than one concept to achieve some malicious or legitimate purposes</p>
<b>Teaching and learning methods</b>

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

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

### **Evaluation methods**

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

### **Emotional and value goals -C**

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

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

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

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

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

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

	memorization		and researchers		
Behavioral influence	Understanding and memorization	Emphasis	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Kindness	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Allowance	Teaching and educational staff and researchers	٢	Fifteenth

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

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

## (Exchange) Course description

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

<b>University of Fallujah</b>	Educational institution -١
Arabic	department Scientific -٢ center/
Drainage first stage	Course name/code -٣
Actual and integrated where necessary	Available attendance forms -٤
٢٠٢٤-٢٠٢٥ (semester (course First	year /stage /Semester -٥
study hours ٣٠	Number of study hours -٦ (total)
٢٠٢٥-٣٠-٥	Date this description was -٧ prepared
Course objectives -٨	
The morphology course aims to gain full knowledge of the rules of morphology, weights, constructions, the reasons for the Arabs' use of words in certain verbal forms, meanings of forms, and to learn more about abstract nouns and verbs in three, four, five, and six, and to enrich students with a large number of examples of eloquent Arab vocabulary, and to quent ones, the irregular, and the measured ones, and the reasons for that know the fre logically and in the light of What is familiar with the methods of the Arabs in their .rhetorical uses	

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

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

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

		increase	and researchers		
Behavioral influence	Understanding and memorization	Meanings of buildings	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Examples and morphological models	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Uses of doors	Teaching and educational staff and researchers	٢	Fifteenth

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

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

## (Islamic prose-pre) Course description

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

University of Fallujah	Educational institution .١٠
the department of Arabic language	department Scientific .١١ center/
stage first the - (Islamic prose-Pre)	<b>Course name/code</b> .١٢
integrated where necessary Actual and	<b>Available attendance</b> .١٣ <b>forms</b>
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year</b> .١٤
hours of study ٣٠	<b>Number of study hours</b> .١٥ <b>(total)</b>
AD ٢٠٢٥-٣٠-٥	<b>Date this description</b> .١٦ <b>was prepared</b>
<b>Course objectives</b> .١٧	
<p>:Islamic prose course aims to do the following-The pre the foundation Instilling in the student a spirit of pride in the Arab heritage as .١ .subsequently built Islamic state was upon which the civilization of the Arab The student's awareness of the nature of the Arabian Peninsula and the .٢ carried by and moral values ure to the system of artisticrelationship of this nat .artistic prose in this period Islamic artistic prose by identifying its types, -Familiarizing the student with pre .٣ .its most important evidence, and its most famous speakers</p>	

### teaching, learning and evaluation methods outcomes and Course .١٨

#### : objectives Cognitive - A

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

Introducing the student to the artistic prose evidence that he encounters when .٢  
.sources reading ancient Arabic texts in Arab heritage

-Introducing the student to the mechanism of analyzing and appreciating pre .٣  
.Islamic artistic prose texts

#### : Skills Objectives – B

Islamic artistic prose texts and studying them from sources of -Discovering pre .١  
.Arab heritage

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

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

.lesson for primary and secondary studies

**goals Emotional and value – C**

.student Promoting authentic values and ideals in the .١

Deepening the human conscience and sense through expressive touches .٢

.within the presentation of the course material

**Teaching and learning methods .١٠**

: **the teaching methods** Among -

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

.Memorizing selected evidence after explaining and analyzing it -

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

. scientific objectives as much as possible

**Evaluation methods .١١**

.pronunciation of prose texts Proper and parsed -

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

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

.differentiation among them

## Course structure .١٢

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>week the</b>
Behavioral influence	Understanding and memorization	The development of the concept of the word literature, and the definition .of the term	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	An introduction to the term history, defining the term... and dividing .literary eras	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	concept of the The word ignorant, and . .defining the term	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Definition of prose and artistic prose and its most prominent features	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	His narration	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	confiscation	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	His arts/proverbs	and Teaching staff researchers	٢	Seventh
Behavioral influence	Understanding and memorization	His arts/governance	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	His arts/sermon	Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	His arts/sermon	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	His Arts/Wills	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	His arts/song of the soothsayers	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and	His arts/historical	Teaching staff and	٢	thirteen

influence	memorization	story	researchers		
Behavioral influence	Understanding and memorization	His arts/social story	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	His arts/folk stories	Teaching staff and researchers	٢	Fifteenth

<b>Infrastructure .١٣</b>	
Islamic -History of Arabic Literature/The Pre Era Dr. Shawqi is a guest Dr. Islam History of Arabic literature before Qaisi-Nouri Al Islamic era Dr. Hashem -Prose in the pre Manna	References -١
Books of proverbs - Books of interpretations and explanations - Books on biographies, history and countries - Books on Arabic language, literature and culture	Sources -٢
Arab literature and heritage magazines in general	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, Internet -٤ sites

<b>Course development plan .١٤</b>
.especially literary ones ,Activating the research aspect of Arab heritage sources -

## Rhetorical concepts :Course description

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

University of Fallujah	Educational institution .١٩
the department of Arabic language	department /center Scientific .٢٠
stage first the - (Rhetorical concepts)	<b>name/code Course</b> .٢١
actual	<b>Available attendance forms</b> .٢٢
٢٠٢٤-٢٠٢٥- (Second semester (course	<b>Semester/year</b> .٢٣
hours of study ٣٠	<b>Number of study hours</b> .٢٤ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description was</b> .٢٥ <b>prepared</b>
<b>Course objectives</b> .٢٦	
:Rhetorical Concepts course aims to do the following The Taste the rhetoric of the Arabs, know their linguistics, their rhetorical behavior, the .٤ rhetoric of the Holy Qur'an, the Noble Hadith, the sayings of the Arabs, literature and ..proverbs -carried by pre and moral values e student with the system of artisticFamiliarizing th .٥ .Islamic poetry	

### outcomes and teaching, learning and evaluation methods Course .٢٧

#### : objectives Cognitive - A

.Introducing the student to Arab rhetoric .٤

most famous rhetoricians and writers such as Ibn Introducing the student to the .٥  
Muqaffa, Taha Hussein and others-al

Introducing the student to the arts of Arabic rhetoric and its evidence of prose .٦  
.and poetry

#### : Skills Objectives - B

the contexts of speech Discovering the pearls of Arabic rhetoric in light of .٤  
.and the reasons for their eloquent use

.Examine and analyze texts rhetorically and artistically .٥

Inspired by the arts of rhetoric and enjoying its aesthetics in light of the texts .٦  
. of rhetoricians and the words of preachers

#### goals Emotional and value - C

.Promoting authentic values and ideals in the student .٣

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

### **Teaching and learning methods . ١ ٠**

: **the teaching methods** Among -

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

.Memorizing selected evidence after explaining and analyzing it -

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

### **Evaluation methods . ١ ١**

.Correct and parsed pronunciation of poetic texts -

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

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

## Course structure .١٢

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Rhetoric is a language and a term	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Eloquence	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Style	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The emergence of rhetorical taste among the Arabs	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Definition of rhetoric	staff and Teaching researchers	٢	Fifth
Behavioral influence	Understanding and memorization	The most important sources of rhetoric	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Influences on the emergence of rhetoric	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Critical and rhetorical aspects of Islamic times-pre	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	The eloquence of the Holy Qur'an	Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	The eloquence of the honorable place	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Purposes of studying rhetoric	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The development of rhetoric and the independence of rhetoric	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Types of rhetorical sciences, meanings, clear and wonderful	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Literary orientation	Teaching staff and researchers	٢	Fourteen

influence	memorization	of in the study rhetoric, the most important scholars of the Arab school and its examples	researchers		th
Behavioral influence	Understanding and memorization	The philosophical orientation in the study of rhetoric, the most important -of the non scholars Arab school, with examples	Teaching staff and researchers	٢	Fifteenth

<b>Infrastructure .١٣</b>	
Rhetoric and Application Dr. Ahmed is - wanted and his friend Arabic Rhetoric Dr. Shawqi is a guest -	References -١
Poetry collections - Poetry collections - Various other sources -	Sources -٢
Arab literature and heritage magazines in - general	Recommended books and -٣ scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - website Aloka - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -٤ sites

<b>Course development plan .١٤</b>
.Activating the research aspect of Arab heritage sources, especially literary ones -

## recitation and memorization :Course description

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

University of Fallujah	Educational institution .٢٨
the department of Arabic language	department Scientific .٢٩ center/
stage first the - (Recitation and memorization)	<b>name/code Course</b> .٣٠
actual	<b>Available attendance</b> .٣١ <b>forms</b>
٢٠٢٤-٢٠٢٥- (First semester (course	<b>Semester/year</b> .٣٢
hours of study ٣٠	<b>Number of study hours</b> .٣٣ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description</b> .٣٤ <b>was prepared</b>

### Course objectives .٣٥

:The recitation and memorization course aims to do the following

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

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

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

.Citing texts of the Holy Qur'an in daily life situations -٤

### outcomes and teaching, learning and evaluation methods Course .٣٦

#### : objectives Cognitive - A

.Introducing the student to the sciences of the Holy Qur'an .٧

.Introducing the student to the topics of the Holy Qur'an .٨

Qur'anic rulings deducing Introducing the student to the mechanism of .٩ through elaborate scientific methods

#### : Skills Objectives - B

Discover reading skills and learn about the most important topics of Qur'anic -١ .sciences

.Qur'anic text after studying its science, history, and sections Savor the -٢

Quranic meanings and enlightening ideas through studying the sciences of the -٣ .Holy Qur'an

### **goals Emotional and value – C**

.Promoting authentic values and ideals in the student –o

Deepening the human conscience and sense through expressive touches during –٦

.presentation of the course material the

### **Teaching and learning methods .١٠**

: **the teaching methods** Among –

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

.Memorization of applied evidence for recitation and memorization –

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

. scientific objectives as much as possible

### **Evaluation methods .١١**

. Quranic texts Correct and parsed pronunciation of –

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

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

.differentiation among them

<b>Course structure . ۱۲</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	History of the Qur'an	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Revelation definition	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	The revelation of the Qur'an	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Compact and similar	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Methods of the Qur'an	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	copyist and the The copyist	Teaching staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Quranic readings	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Arrangement of the fence	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Order of verses	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Quranic calligraphy	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Types of sleepers	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Methods of interpretation of the century	Teaching staff and researchers	۲	Fifteenth

**Infrastructure . ۱۳**

Suyuti-Itqan by Al-Al -

References - ۱

Investigations in the Sciences of the Qur'an by Qattan-Manna Al	-	
Qarn by -Hassan in Tajweed Al-Fawaid Al-Al Suwaidi-Muhammad Hafeez Al	-	Sources -٢
Arab literature and heritage magazines in general	-	Recommended books and -٣ scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al Aloka website Mustafa Electronic Library-Al	- - -	Electronic references, Internet -٤ sites
<b>Course development plan .١٤</b>		
.Activating the research aspect of Arab heritage sources, especially literary ones -		

## Translated literary texts Course description

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

University of Fallujah	Educational institution .٣٧
the department of Arabic language	department Scientific .٣٨ center/
stage First – ( Translated literary texts)	<b>name/code Course</b> .٣٩
actual	<b>Available attendance</b> .٤٠ <b>forms</b>
٢٠٢٤-٢٠٢٥- (First semester (course	<b>Semester/year</b> .٤١
hours of study ٣٠	<b>Number of study hours</b> .٤٢ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description</b> .٤٣ <b>was prepared</b>
<b>Course objectives</b> .٤٤	
:translated literary texts course aims to do the following The .Tongue exercise for learning a foreign language -١ Learn about the balance between languages, especially between the mother -٢ .tongue and a secondary language such as English	

### teaching, learning and evaluation methods outcomes and Course .٤٥

#### : **objectives Cognitive - A**

.Introducing the student to translated literary texts -١

Introducing the student to traditional texts of the English language, especially -٢  
.those of Shakespeare, Oscar Wilde , and others

Introducing the student to the culture of English literature and the customs of -٣  
the peoples of this language in a way that ensures a vivid and deep  
.understanding of the connotations of the English language

#### : **Skills Objectives – B**

.English texts from Arab heritage sources Discovering and studying -١

.Saving, analyzing and judging English texts -٢

Adopting the English language in writing literary genres such as stories, -٣  
.wisdom, plays, etc

#### **goals Emotional and value – C**

.student Promoting authentic values and ideals in the -١

traditions Deepening the human conscience and sense through tasting foreign -٢  
.

**Course structure .**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Definition in English	Teaching staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Characteristics of the English language	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	The benefit of studying English	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Initial emerging from letters, their spelling, and writing	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	the subject	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Auxiliary verb	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Verb conjugation	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Negation	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	Interrogative	Teaching staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Actual tenses	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Conditional statement	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Plural	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Comparison	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Indefiniteness and knowledge	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	formulate How to an English sentence	Teaching staff and researchers	۲	Fifteenth

**Infrastructure .۱۳**

Lectures teaching material -

References - ۱

magazines in Arab literature and heritage - general	) Recommended books and references -٢ ( ...,scientific journals, reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet sites -٣
<b>Course development plan .١٤</b>	
.sources, especially literary ones Activating the research aspect of Arab heritage -	

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

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

**(grammar) Course description**

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

<b>University of Fallujah</b>	Educational institution . ١
Arabic	department /center Scientific . ٢
the way	Course name/code . ٣
Actual and integrated where necessary	Available attendance forms . ٤
٢٠٢٤-٢٠٢٥ -/second/third (Semester (course	year /stage /Semester . ٥
study hours ٤٥	(total) Number of study hours . ٦
٢٠٢٥-٣٠-٥	Date this description was . ٧ prepared
Course objectives . ٨	
<p>The grammar course aims to gain sufficient knowledge of the rules of the Arabic language tongue from melody that leads to loss of meaning or confusion, in a way that protects the or violation of intent, falling into verbal fallacies, and distortion of styles, since meaning and smooth pronunciation are linked to sound parsing, flow of movements, and their .sequence</p>	

<b>outcomes and teaching, learning and evaluation methods urseCo . ٩</b>
<p><b>Cognitive objectives -A</b> Teaching students to think grammatically that does not conflict with the spirit of the Arabic - ١A .language in terms, meaning, and style speak eloquent speech that befits the beauty and elegance of Repeatedly letting students - ٢A .Arabic and the noble values and refined morals it contains</p>
<p><b>.the course of objectives skills The - B</b> This includes grammatical puzzles that expand the paths of thought and consolidate - ١B .subjective information Acquiring the skill of deceiving others with grammar and camouflaging others with more - ٢B .than one concept to achieve some malicious or legitimate purposes</p>
<b>Teaching and learning methods</b>

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

### Evaluation methods

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

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

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

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

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

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

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

structure Course .١٢					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	The subject and the predicate	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Types of news	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	What is correct to ?report	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Matching the subject and the predicate	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Advancement and delay in the subject and the predicate	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Class pronoun	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Initiation copies	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	her sisters She and were the meaning of her work	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Submitting and delaying its implementation	Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	It was complete and extra	and Teaching staff researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Mushabbat Bliss	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	and ,What, what what it does, its meanings, and its controls	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The approach fails	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Cad and its sisters, their meaning and	Teaching staff and researchers	٢	Fourteenth

		function			
Behavioral influence	Understanding and memorization	Terms of cad and its sisters	Teaching staff and researchers	٢	Fifteenth

**plan Course development** .١١

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

## (Exchange) Course description

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

<b>University of Fallujah</b>	Educational institution - ١
Arabic	department Scientific - ٢ center/
Exchange	Course name/code - ٣
Actual and integrated where necessary	Available attendance forms - ٤
٢٠٢٤-٢٠٢٥- (course) Second semester	year /stage /Semester - ٥
study hours ٣٠	Number of study hours - ٦ (total)
٢٠٢٥-٣٠-٥	Date this description was - ٧ prepared

### Course objectives - ٨

The morphology course aims to gain full knowledge of the rules of morphology, constructions, the reasons for the Arabs' use of weights, verbal forms, meanings of words in certain forms, and to learn more about abstract nouns and verbs in three, four, five, and six, and to enrich students with a large number of examples of eloquent ones, the irregular, and the measured Arab vocabulary, and to know the fre ones, and the reasons for that logically and in the light of What is familiar with the .methods of the Arabs in their rhetorical uses

### outcomes and teaching, learning and evaluation methods Course - ٩

#### objectives Cognitive -A

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

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

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

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

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

### Teaching and learning methods

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

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

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

			researchers and		
Behavioral influence	Understanding and memorization	Preference name	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Name of time and place	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	the Machin's name	Teaching and educational staff and researchers	٢	Fifteenth

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

<b>Course development plan</b> .١٤
Adhering to the morphological heritage and developing it by infusing it with the data - of modern morphological and rhetorical lessons, mixing creative and graphic arts with and adding cultural evidence that serves the individual in his ,dry grammatical rules .society known grammar footnotes, such as -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of Buildings -Khudari and Bahjah al-Hashiyat al Mubarak, -rrai as a basis no less than the explanation of Ibn Aqeel alSama-by Dr. Fadel al and including in the curriculum the vocabulary of this comprehensive book of Arabic . grammar with all its entries, contents, and meanings

## Islamic poetry-pre The course described

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

University of Fallujah	Educational institution .١٠
the department of Arabic language	department Scientific .١١ center/
stage first the - (Islamic poetry-Pre)	<b>name/code Course</b> .١٢
Actual and integrated where necessary	<b>Available attendance</b> .١٣ <b>forms</b>
٢٠٢٤-٢٠٢٥- (Second semester (course	<b>Semester/year</b> .١٤
hours of study ٣٠	<b>Number of study hours</b> .١٥ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description</b> .١٦ <b>was prepared</b>

### Course objectives .١٧

:Islamic poetry course aims to do the following-The pre  
the foundation Instilling in the student a spirit of pride in the Arab heritage as .١  
.subsequently built Islamic state was upon which the civilization of the Arab  
carried by and moral values Familiarizing the student with the system of artistic .٢  
.Islamic poetry-pre  
Islamic poetry by examining its origins, -The student's knowledge of pre .٣  
narration, sources, characteristics, its most important purposes (arts), and its  
.ost famous poetsm

### outcomes and teaching, learning and evaluation methods Course .١٨

#### : objectives Cognitive - A

.Islamic poetry-Introducing the student to pre .١  
he Introducing the student to the most famous poets and their poems that .٢  
.comes across when reading ancient Arabic texts in Arab heritage sources  
Introducing the student to the mechanism of deriving public life with all its .٣  
Islamic poetry-details from pre

#### : Skills Objectives - B

.Arab heritage sources Discovering and studying poetic texts from .١  
.Taste, analyze and judge poetic texts .٢  
Islamic poetry in teaching the Arabic language subject in the -Using pre .٣  
.grammar or literature lesson for primary and secondary studies

### goals Emotional and value – C

.nd ideals in the student Promoting authentic values a .١

Deepening the human conscience and sense through expressive touches .٢

.during the presentation of the course material

### **Teaching and learning methods .١٠**

: **the teaching methods** Among -

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

.Memorizing selected evidence after explaining and analyzing it -

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

. scientific objectives as much as possible

### **Evaluation methods .١١**

.Correct and parsed pronunciation of poetic texts -

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

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

.differentiation among them

### **Course structure .١٢**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	An introduction to the concept of poetry and .defining the term	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Primacy of poetry	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	His narration	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	confiscation	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	(His purposes (topics	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	I built it	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Technical characteristics	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Moral characteristics	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding	Classes of poets/knights	Teaching staff and	٢	Ninth

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

### Infrastructure .١٣

Islamic -History of Arabic Literature/The Pre Era/Dr. Shawqi is a guest .Dr / Islam History of Arabic literature before Qaisi-Nouri Al Din -Islamic poetry/Dr. Nasser al-Sources of pre Assad-al	References -١
Poetry collections - Poetry collections - Various other sources -	issued Pain -٢
magazines in general Arab literature and heritage -	Recommended books and -٣ scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -٤ sites

### Course development plan .١٤

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

## human rights and freedoms :Course description

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

University of Fallujah	Educational institution .١٩
the department of Arabic language	department /center Scientific .٢٠
stage first – ( Human rights and freedoms)	<b>Course name/code</b> .٢١
actual	<b>Available attendance forms</b> .٢٢
٢٠٢٤-٢٠٢٥- (First semester (course	<b>Semester/year</b> .٢٣
hours of study ٣٠	<b>Number of study hours</b> .٢٤ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description was</b> .٢٥ <b>prepared</b>
<b>Course objectives</b> .٢٦	
:The human rights and freedoms course aims to do the following .rights and ways to apply them Introducing students to human .٤ Access to the most important human rights provisions in the history of humanity, .٥ Arabs, Islam and other religions, human rights law in the United –Arabs and non .Nations, and the indications for its establishment	

### outcomes and teaching, learning and evaluation methods Course .٢٧

#### : objectives Cognitive - A

.Introducing the student to human rights .٤

Introducing the student to world scholars whose legal ideas have been .٥

.sponsored by human rights law

application of human rights in a way that serves to the Introducing the student .٦

human ideals and sustains the development of the earth in peace and  
contentment

#### : Skills Objectives – B

those they know and those Obliging students to respect the human rights of .٤

.they do not know, with complete impartiality

Implementing human rights with known priorities in a way that minimizes .٥

.losses and maximizes benefits

Introducing the student to the results of applying human rights by giving him .٦

.alistic, live examples that are close to applicationre

#### goals Emotional and value – C

.Promoting authentic values and ideals in the student .٣

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

### Teaching and learning methods . ١٠

: **the teaching methods** Among -

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

.Memorizing selected evidence after explaining and analyzing it -

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

### Evaluation methods . ١١

.Correct and parsed pronunciation of poetic texts -

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

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

### Course structure . ١٢

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

Behavioral influence	Understanding and memorization	Freedoms: A comprehensive definition of freedoms and the stages of their development	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	Types of freedoms	Teaching staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Democracy and its types	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Characteristics of democracy	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Oversight of government activities	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Judicial oversight	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	The principle of separation of powers	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	House of Representatives (Parliament)	Teaching staff and researchers	۲	Fifteenth

### Infrastructure . ۱۳

Human Rights in Islam d. Mustafa Al Zalmi - The right to freedom in the world d. Wahba Zuhaili-Al -	References - ۱
Arab literature and heritage magazines in general -	Recommended books and - ۳ scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet - ۴ sites

### Course development plan . ۱ ۴

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

## History of the Qur'an :Course description

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

University of Fallujah	Educational institution .٢٨
the department of Arabic language	department Scientific .٢٩ center/
stage First – ( History of the Qur'an)	<b>Course name/code</b> .٣٠
actual	<b>Available attendance</b> .٣١ <b>forms</b>
٢٠٢٤-٢٠٢٥- (First semester (course	<b>Semester/year</b> .٣٢
hours of study ٣٠	<b>Number of study hours</b> .٣٣ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description</b> .٣٤ <b>was prepared</b>

### **Course objectives** .٣٥

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

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

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

### **outcomes and teaching, learning and evaluation methods Course** .٣٦

#### **: objectives Cognitive - A**

.Introducing the student to human rights .٧

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

of the history of the Introducing the student to the evidence and examples .٩

.Qur'an

#### **: Skills Objectives – B**

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

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

which the Holy Qur'an was Introducing the student to the environment in .٩

.revealed and matching that with the story of the revelation

#### **goals Emotional and value – C**

.Promoting authentic values and ideals in the student -٣

Deepening the human conscience and sense through expressive touches during -٤

.presentation of the course material the

## Teaching and learning methods .١٠

: **the teaching methods** Among -

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

.Memorizing selected evidence after explaining and analyzing it -

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

## Evaluation methods .١١

.Correct and parsed pronunciation of poetic texts -

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

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

## Course structure .١٢

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

influence	and memorization	revelations of the Qur'an	and researchers		
Behavioral influence	Understanding and memorization	Secrets of Qur'an astrology	Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	The revelation of the Qur'an in Mecca and Medina, Mecca and Medina	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	The importance of Meccan and Medinan science	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The difference between Meccan and Medina	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	attention to Scholars' Mecca and Medina	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	The benefit of studying Mecca and Medina	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Meccan and Medina controls and their features	Teaching staff researchers and	٢	Fifteenth

### Infrastructure .١٣

Suyuti-Qur'an by Al-Itqan fi Ulum Al-Al - Zarqani-History of the Qur'an by Al - Hussein History of the Qur'an by Muhammad - Saghir-Al	References -١
Arab literature and heritage magazines in - general	Recommended books and -٣ scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Electronic Library Mustafa-Al - The Holy People's Electronic Library -	Electronic references, Internet -٤ sites

### Course development plan .١٤

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

## Qur'anic Sciences :Course Description

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

University of Fallujah	Educational institution .٣٧
the department of Arabic language	department Scientific .٣٨ center/
stage First – ( Qur'anic Sciences)	<b>Course name/code</b> .٣٩
actual	<b>Available attendance</b> .٤٠ <b>forms</b>
٢٠٢٤-٢٠٢٥- (Second semester (course	<b>Semester/year</b> .٤١
hours of study ٣٠	<b>Number of study hours</b> .٤٢ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description</b> .٤٣ <b>was prepared</b>

### **Course objectives** .٤٤

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

..divine speech, a scientific linguistic study We teach the history of the study of -٥  
Controlling the history of the study of the sciences of the Qur'an, its most -٦  
important topics, the most important scholars of the companion, the history of  
the revelation, and learning a ofor the ide ,its collection, its travels to the lands  
about the unseen matters of its revelation, in accordance with the spirit of faith  
that finds its way into the human spirit according to what God created people  
.e of manwith and in a way that does not deviate from the normal natur

### **outcomes and teaching, learning and evaluation methods Course** .٤٥

#### **: objectives Cognitive - A**

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

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

#### **: Skills Objectives – B**

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

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

.has been miraculous in providing

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

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

#### **goals Emotional and value – C**

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

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

### **Teaching and learning methods .١٠**

: **the teaching methods** Among -

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

.Memorizing selected evidence after explaining and analyzing it -

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

### **Evaluation methods .١١**

. Quranic texts Correct and parsed pronunciation of -

Quranic text and of the Testing the strength of your memorization and memory -

.knowing the correct interpretation of its texts

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

<b>Course structure .۱۲</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	History of the Qur'an	Teaching staff and researchers	۲	the first
Behavioral influence	and Understanding memorization	Revelation definition	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	The revelation of the Qur'an	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Compact and similar	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Methods of the Qur'an	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	The copyist and the copyist	Teaching staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Quranic readings	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Arrangement of the fence	and Teaching staff researchers	۲	eleven
Behavioral influence	Understanding and memorization	Order of verses	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	calligraphy Quranic	Teaching staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	Types of sleepers	Teaching staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	Methods of interpretation of century the	Teaching staff and researchers	۲	Fifteenth

<b>Infrastructure .۱۳</b>	
Suyuti-Itqan by Al-Al -	References -۱

Investigations in the Sciences of the Qur'an by Qattan-Manna Al -	
Poetry collections - Poetry collections - Various other sources -	Sources -٢
Arab literature and heritage magazines in general -	Recommended books and scientific journals, ) references ( ...,reports -٣
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al People's Electronic Library The Holy -	Electronic references, Internet -٤ sites
<b>Course development plan .١٤</b>	
.Activating the research aspect of Arab heritage sources, especially literary ones -	

## Semantics :Course Description

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

University of Fallujah	Educational institution .٤٦
the department of Arabic language	department Scientific .٤٧ center/
stage first The - (Semantics)	<b>name/code Course</b> .٤٨
actual	<b>Available attendance</b> .٤٩ <b>forms</b>
٢٠٢٤-٢٠٢٥- (Second semester (course	<b>Semester/year</b> .٥٠
hours of study ٣٠	<b>Number of study hours</b> .٥١ <b>(total)</b>
٢٠٢٥-٣٠-٥	<b>Date this description</b> .٥٢ <b>was prepared</b>
<b>Course objectives</b> .٥٣	
:course aims to do the following The Semantics You know the most important topics of rhetoric of the type of semantics, such -١ .as truth and metaphor Differentiating between the term meanings in Arabic rhetoric and the meanings -٢ .of lexical items	

**teaching, learning and evaluation methods outcomes and Course** .٥٤

**: objectives Cognitive - A**

.Introducing the student to the science of rhetorical meanings -١

-Introducing the student to the most famous scholars of meanings, such as Al -٢  
Qazwini, Dr. Ahmed Matloub, and others

Introducing the student to the mechanism of deriving meanings to achieve -٣

.the study of scientific rhetorical arts

**: Skills Objectives - B**

.Examine and analyze Arabic texts through the study of semantics -١

rhetorical meanings through Introducing the student to the importance of -٢

eloquent proverbs from poetry and other things

depth study of the most important sources of semantics, such as the book -In -٣

.I'jaz, which contains a large amount of this ancient science-Dala'il al

**goals Emotional and value - C**

.Promoting authentic values and ideals in the student -٤

Deepening the human conscience and sense through expressive touches -٥

.during the presentation of the course material

**Teaching and learning methods .١٠**

**: the teaching methods** Among -

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

.Memorizing selected evidence after explaining and analyzing it -

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

. scientific objectives as much as possible

**Evaluation methods .١١**

.Correct and parsed pronunciation of poetic texts -

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

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

.differentiation among them

<b>Course structure . ١٢</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Definition and overview of it	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Predicate and creation, definition and statement	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Types of news and its details	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Types of construction	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Semantics terms	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Advance and delay	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Separation and connection	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Palace and its types	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Deletion types	Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Delete the subject			
Behavioral influence	Understanding and memorization	Delete the object	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Delete the adjective	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Brevity	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Redundancy	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	equality	Teaching staff and researchers	٢	Fourteenth

### **Infrastructure . ١٣**

Rhetoric and Application Dr. Ahmed is -

References - ١

wanted and his friend Arabic Rhetoric Dr. Shawqi is a guest -	
collections Poetry - Poetry collections - Various other sources -	Sources -٧
Arab literature and heritage magazines in general -	Recommended books and -٧ scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -٤ sites

### **Course development plan .١٤**

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

## description course Computer

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

University of Fallujah	Educational institution .٥٥
the department of Arabic language	department Scientific .٥٦ center/
stage First – ( Computer)	code/Course name .٥٧
actual	Available attendance .٥٨ forms
٢٠٢٤-٢٠٢٥- (Second semester (course	Semester/year .٥٩
hours of study ٣٠	Number of study hours .٦٠ (total)
٢٠٢٥-٣٠-٥	Date this description .٦١ was prepared
<b>Course objectives</b> .٦٢	
:aims to do the following The computer course .Training on electronic devices , especially smart ones -١ .Keeping pace with technological development in computer science -٢	

### outcomes and teaching, learning and evaluation methods Course .٦٣

#### : objectives Cognitive - A

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

#### : Skills Objectives – B

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

#### goals Emotional and value – C

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

#### **Teaching and learning methods** .١٠

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

. scientific objectives as much as possible

**Evaluation methods . 1 1**

.Correct and parsed pronunciation of poetic texts -

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

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

.differentiation among them

**Course structure .١٢**

<b>Evaluation method</b>	<b>method Teaching</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Theoretical definition of calculator linguistically and idiomatically	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The benefit of studying and learning calculators	Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Types of computers	Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	generations Computer	Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Computer departments	Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Hardware and software components	Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Healer	Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	memory	Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Input and output devices	Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Data Visualization	Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	desktop	Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Files and folders	Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	drives	Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	skills ٢٠١٠ Word	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Practical program: Excel, PowerPoint, and the Internet	Teaching staff and researchers	٢	Fifteenth

<b>Infrastructure .١٣</b>	
Teaching lectures -	References -١
Arab literature and heritage magazines in general -	Recommended books and -٣ scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	references, Internet Electronic -٤ sites

<b>Course development plan .١٤</b>
------------------------------------

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

# College of Islamic - University of Fallujah

## Department of Arabic Language - Sciences

– Description of the third stage course

### Chapter One

#### (grammar) Course description

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

<b>University of Fallujah</b>	Educational institution . <sup>١</sup>
Arabic	department /center Scientific . <sup>٢</sup>
Grammar	Course name/code . <sup>٣</sup>
Physical, electronic and embedded	Available attendance forms . <sup>٤</sup>
٢٠٢٤-٢٠٢٥-/first/third (Semester (course	year /stage /Semester . <sup>٥</sup>
study hours <sup>٤٥</sup>	(total) Number of study hours . <sup>٦</sup>
٢٠٢٥-٢٠٢٥	Date this description was . <sup>٧</sup> prepared

#### Course objectives .<sup>٨</sup>

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

#### outcomes and teaching, learning and evaluation methods urseCo .<sup>٩</sup>

Cognitive objectives -A

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

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

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

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

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

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

**structure Course**

.١٠

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

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

### Infrastructure .١١

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

### Course development plan .١٢

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

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

## (Philology) Course Description

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

<b>University of Fallujah</b>	Educational institution .١٠
Arabic	department Scientific .١١ center/
Philology	Course name/code .١٢
Physical, electronic and embedded	attendance forms Available .١٣
٢٠٢٤-٢٠٢٥-/Semester (course) first/third	year /stage /Semester .١٤
study hours ٣٠	Number of study hours .١٥ (total)
٢٠٢٥-٣٠-٥	Date this description was .١٦ prepared

### **Course objectives .١٧**

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

### **outcomes and teaching, learning and evaluation methods Course .١٨**

#### objectives Cognitive -A

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

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

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

### Teaching and learning methods

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

### Evaluation methods

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

### and value goals Emotional -C

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

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

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

**Course structure** .١٣

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Introduction to defining ,philology .the term	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The relationship of philology to .linguistics	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	.Language families	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	.Semitic languages	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	.Arabic dialects	and Teaching educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Arabic painting and .its development	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	.Arabic Voices	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	A'rabi and -Ibn al) Kisa'i on plants, -al trees, camels, horses, and ,nomads, homes .(weapons	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Linguistic messages: the linguistic .triangle	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Asma'i's letters, -Al) -Abu Zaid Al	Teaching and educational staff	٢	The tenth

		(Ansari's letters	and researchers		
Behavioral influence	Understanding and memorization	Linguistic and semantic issues: cognates, verbal) opposites, synonymy	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Follow, replace	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The phenomenon of parsing	Teaching and educational staff researchers and	٢	thirteen
Behavioral influence	Understanding and memorization	Opinions of ancient and modern scholars .regarding parsing	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The Arabic dictionary and its methods	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure

١٤

Philology Dr. Hossam Al Nuaimi - Saleh-Sobhi Al .Philology Dr - Daman-Philology Dr. Hatem Al -	Required prescribed books -١
Sahbi in the jurisprudence of language by Ibn -Al - Faris Thaalabi-Philology and the Secret of Arabic by Al - Suyuti-Mizhar by Al-Al - Philology Dr. Ali Abdul Wahid Wafi - Dr. Ibrahim Anis In Arabic dialects -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - website Aloka - Mustafa Electronic Library-Al -	Electronic references, -B ...Internet sites

Course development plan. ١٥

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

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

## (Ancient Arabic Criticism) Course Description

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

University of Fallujah	Educational institution .١٩
Arabic	department /center Scientific .٢٠
the third language - Ancient Arabic criticism	<b>Course name/code</b> .٢١
Actual and integrated where necessary	<b>Available attendance forms</b> .٢٢
٢٠٢٤-٢٠٢٥- (semester (course	<b>Semester/year</b> .٢٣
study hours ٣٠	<b>(total) Number of study hours</b> .٢٤
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٢٥

### Course objectives .٢٦

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

### outcomes and teaching, learning and evaluation methods Course .٢٧

#### Cognitive objectives -A

Practice critical analysis in light of ancient critical methods and the uses of ancient Arab -١A  
 .prose text critics in criticizing texts, especially poetic text and  
 Introducing students to the terminology of ancient money, its concentrated -٢A  
 .expressions, and the intense meaning that ancient money had

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

.translating them Discovering ancient linguistic inscriptions and - ١B  
 Formulating the literary text with the characteristics and phenomena provided by the - ٢B  
 .ancient criticism course

#### Teaching and learning methods

memorizing evidence of linguistic phenomena after : **teaching methods** Among the -

<p>.understanding their idea</p> <p>extracting teachings from ancient dialects and obsolete : <b>of learning</b> Among the methods -</p> <p>Arabic inscriptions of ancient peoples and comparing them with the remaining classical</p> <p>.dialects</p>
<p><b>Evaluation methods</b></p>
<p>.pronunciation for students Correct and parsed -</p> <p>.Testing the strength of memory and memory for linguistic texts and their evidence -</p>
<p><b>Emotional and value goals -C</b></p> <p>Selecting evidence from sacred texts, sayings, and proverbs that nourish the behavioral -\C</p> <p>.students and moral aspects of</p> <p>Deepening the human conscience and sense through expressive touches within the -\C</p> <p>.presentation of the course material</p>
<p><b>other skills related to employability and ) General and qualifying transferable skills -D</b></p> <p>.(personal development</p> <p>ing the phonetic study of the language in areas of speech, such as the rise and Employ -\D</p> <p>fall of tone in specific places chosen taking into account the listening environment and</p> <p>.speaking positions</p> <p>knowledge of melody Employing knowledge of linguistically prohibited words and -\D</p> <p>methods in the educational aspect to avoid them and choose appropriate synonyms that are</p> <p>.more refined and polite</p>

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

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

### Infrastructure

.١٧

Lectures on the history of criticism among the Arabs, -  
Saffar-Dr. Nasser Halawi and Dr. Ibtisam Marhoon Al  
The history of literary criticism among the Arabs from -  
Mr. Taha . Islamic era to the fourth century AH-the pre  
Ahmed Ibrahim

Required prescribed books -١

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

**Course development plan** .١٨

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

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

## (Abbasid Poetry) Course Description

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

<b>University of Fallujah</b>	Educational institution .٢٨
Arabic	department /center Scientific .٢٩
the third language - Abbasid poetry	<b>Course name/code</b> .٣٠
Actual and integrated where necessary	<b>Available attendance forms</b> .٣١
٢٠٢٤-٢٠٢٥- (Second semester (course	<b>Semester/year</b> .٣٢
study hours ٣٠	<b>(total) Number of study hours</b> .٣٣
٢٠٢٥-٣٠-٥	<b>Date this description was prepared</b> .٣٤

### Course objectives .٣٥

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

### outcomes and teaching, learning and evaluation methods Course .٣٦

#### Cognitive objectives -A

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

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

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

.Discovering ancient linguistic inscriptions and translating them - ١B

.analyzing their symbols Identify methods of dealing with manuscripts and - ٢B

Formulating the literary text using the characteristics and phenomena provided by the - ٣B .philology course

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

Course structure .١٩					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	An introduction to the social, economic, intellectual and political era of the era and its Abbasid impact on poetry	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	Foreign culture and its impact on Abbasid literature	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Asceticism and promiscuity and their effect on poetry	staff Teaching and correctors	٢	the third
Behavioral influence	Understanding and memorization	Emphasis in poetic themes	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	The th	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Praise	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding memorization and	Satire	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	spinning	Teaching staff and correctors	٢	VIII
Behavioral influence	Understanding and memorization	Abbasid poets	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Bashar bin Burd	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	Walid-Muslim bin Al	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	Nawas Abu	Teaching staff and correctors	٢	twelfth

Behavioral influence	Understanding and memorization	Atahiya-Abu Al	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding memorization and	Khuzai-Dabal Al	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	-Abu Tammam, Al -Buhturi and Ibn Al Rumi	Teaching staff and correctors	٢	Fifteenth

Infrastructure .٢٠	
Youssef Khalif .History of poetry in the Abbasid era Dr -	Required prescribed books -١
Basir-In Abbasid literature, Muhammad Mahdi Al - Poetry and poets in the Abbasid era Dr. Mustafa Shakaa -	(Main references (sources -٢
Cairo Journal of the Linguistic Academy in -	) Recommended books and references ( ...,scientific journals, reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -B ...sites

Course development plan.٢١
.symbols of Arabic manuscripts Activating the practical aspect, such as analyzing the - Activating the field aspect, such as exploring the effects of linguistic inscriptions, analyzing - .them, and employing them in forensic cryptography and elsewhere

## (Abbasid Prose) Course Description

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

<b>University of Fallujah</b>	Educational institution .٣٧
Arabic	department /center Scientific .٣٨
the third language - Abbasid prose	<b>Course name/code</b> .٣٩
Actual and integrated where necessary	<b>Available attendance forms</b> .٤٠
٢٠٢٤-٢٠٢٥- (Second semester (course	<b>Semester/year</b> .٤١
study hours ٣٠	<b>(total) Number of study hours</b> .٤٢
٢٠٢٥-٣٠-٥	<b>Date this description was prepared</b> .٤٣

### Course objectives .٤٤

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

### outcomes and teaching, learning and evaluation methods Course .٤٥

#### Cognitive objectives -A

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

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

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

.Discovering ancient linguistic inscriptions and translating them - ١B

.and analyzing their symbols Identify methods of dealing with manuscripts - ٢B

Formulating the literary text using the characteristics and phenomena provided by - ٣B

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

Course structure .٢٢

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Definition of artistic prose and its controls	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	Study of prose arts	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Diwaniya messages	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Brotherhood messages	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	the speech	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	shrines ,Signatures and stories	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Study the most important books	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	ibn Almoqafa'a	Teaching staff and correctors	٢	VIII
Behavioral influence	Understanding and memorization	Jahiz-Al	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Zayat	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	Maari-Al	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	The dean's son	Teaching staff and correctors	٢	twelfth
Behavioral influence	Understanding and memorization	-Hayyan Al Abu Tawhidi	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	The honorable judge	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	-Zaman al-Badi' al	Teaching staff	٢	Fifteenth

influence	memorization	Hamdani	and correctors		
-----------	--------------	---------	----------------	--	--

Infrastructure .٢٣	
-In Abbasid literature, Muhammad Mahdi Al Basir -	Required prescribed books -١
Poetry and poets in the Abbasid era Dr. Mustafa Shakaa - Abbasid Era Dr. Arabic Literature in the Nazim Rashid -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al Aloka website - Electronic Library Mustafa-Al The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

Course development plan.٢٤	
Activating the practical aspect, such as analyzing the symbols of Arabic manuscripts -	
,Activating the field aspect, such as exploring the effects of linguistic inscriptions -	
.analyzing them, and employing them in forensic cryptography and elsewhere	

## (Andalusian Literature) Course Description

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

University of Fallujah	Educational institution .٤٦
Arabic	department /center Scientific .٤٧
the third language - Andalusian literature	<b>Course name/code</b> .٤٨
Actual and integrated where necessary	<b>Available attendance forms</b> .٤٩
٢٠٢٤-٢٠٢٥- (First semester (course	<b>Semester/year</b> .٥٠
study hours ٣٠	<b>(total) Number of study hours</b> .٥١
AD ٢٠٢٥/٣٠/٥	<b>Date this description was</b> .٥٢ <b>prepared</b>

### Course objectives .٥٣

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

### outcomes and teaching, learning and evaluation methods Course .٥٤

#### Cognitive objectives -A

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

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

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

.Discovering ancient linguistic inscriptions and translating them - ١B

.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B

Formulating the literary text using the characteristics and phenomena provided by the - ٣B

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

Course structure .٢٠					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	and Understanding memorization	An introductory introduction to Andalusia and its history	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Definition of Andalusian literature	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	of Sources Andalusian literature	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	The era of art and its literary manifestations	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Study of the most important poets and the features of their poetry	and educational Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Ajrab -Abu Al -Jughuna bin Al Samah	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Abu Khattar Hussam bin Dirar	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	its Prose and features in the Abbasid era	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Public speaking	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Diwaniyah writing	Teaching and educational researchers staff and	٢	The tenth

Behavioral influence	Understanding and memorization	Messages	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Covenants	Teaching and educational researchers staff and	٢	twelfth
Behavioral influence	Understanding and memorization	The most important book	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Khaled bin Yazid	Teaching and educational and researchers staff	٢	Fourteenth
Behavioral influence	Understanding and memorization	Umayyah bin Zaid	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure .٢٦

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

### Course development plan .٢٧

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

## (Research Methodology) Course Description

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

University of Fallujah	Educational institution .٥٥
Arabic	department /center Scientific .٥٦
the third language - Research methodology	<b>Course name/code</b> .٥٧
Actual and integrated where necessary	<b>Available attendance forms</b> .٥٨
٢٠٢٤-٢٠٢٥- (First semester (course	<b>Semester/year</b> .٥٩
study hours ٣٠	<b>Number of study hours (total)</b> .٦٠
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٦١

### Course objectives .٦٢

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

### outcomes and teaching, learning and evaluation methods Course .٦٣

#### Cognitive objectives -A

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

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

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

.Discovering ancient linguistic inscriptions and translating them - ١B

.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B

Formulating the literary text using the characteristics and phenomena provided by - ٣B

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

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

Behavioral influence	Understanding and memorization	research importance	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The research sample	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	search limits	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Previous studies	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Inventory and information collection	Teaching and educational staff and researchers	٢	Fifteenth

<b>Infrastructure</b> .٢٩	
Damen and Dr. -Library and Research Dr. Hatem Al - Qaisi-Hamoudi Al Nouri	Required prescribed books -١
-Library and research method Dr. Muhammad Ajaj Al - Khatib Taher-Literary research methodology Dr. Ali Jawad Al -	(Main references (sources -٢
Academy in Cairo Journal of the Linguistic -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ... Internet sites

<b>Course development plan</b> .٣٠
.analyzing the symbols of Arabic manuscripts Activating the practical aspect, such as - Activating the field aspect, such as exploring the effects of linguistic inscriptions, - .analyzing them, and employing them in forensic cryptography and elsewhere

## (Grammar Schools) Course Description

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

University of Fallujah	Educational institution .٦٤
Arabic	department /center Scientific .٦٥
the third language - Ancient Arabic criticism	<b>Course name/code</b> .٦٦
Actual and integrated where necessary	<b>Available attendance forms</b> .٦٧
٢٠٢٤-٢٠٢٥- (First semester (course	<b>Semester/year</b> .٦٨
study hours ٣٠	<b>(total) Number of study hours</b> .٦٩
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٧٠

### Course objectives .٧١

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

### outcomes and teaching, learning and evaluation methods Course .٧٢

#### Cognitive objectives -A

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

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

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

.Discovering ancient linguistic inscriptions and translating them - ١B

.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B

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

.the philology course
<b>Teaching and learning methods</b>
memorizing evidence of linguistic phenomena after : <b>teaching methods</b> Among the - .understanding their idea extracting teachings from ancient dialects and : <b>of learning</b> Among the methods - obsolete Arabic inscriptions of ancient peoples and comparing them with the remaining .classical dialects
<b>Evaluation methods</b>
.Correct and parsed pronunciation for students - .Testing the strength of memory and memory for linguistic texts and their evidence -
<b>Emotional and value goals -C</b>
Selecting evidence from sacred texts, sayings, and proverbs that nourish the -۱C .behavioral and moral aspects of students human conscience and sense through expressive touches within the Deepening the -۲C .presentation of the course material
<b>Teaching and learning methods</b>
The emotional impact on students' souls and combining this with educational and - . scientific objectives as much as possible
<b>Evaluation methods</b>
Stimulating the personal potentials emerging from students' consciences for personal - .them differentiation among
other skills related to employability and ) General and qualifying transferable skills -D .(personal development Employing the phonetic study of the language in areas of speech, such as the rise and -۱D into account the listening environment and fall of tone in specific places chosen taking .speaking positions Employing knowledge of linguistically prohibited words and knowledge of melody -۲D methods in the educational aspect to avoid them and choose appropriate synonyms that .iteare more refined and pol

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

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

### Infrastructure .٣٢

guest Grammar schools d. Shawqi is a - Hadithi-Dr.. Grammar schools d. Khadija Al -	Required prescribed books -١
The history of Arabic literary criticism (poetry - criticism) from the second century until the eighth century AH Dr.. Ihsan Abbas . Arabs, The History of Literary Criticism among the - Abdul Aziz Ateeq .Dr Islamic times -The history of Arab criticism from pre - Dr.. Daoud Salloum . until the third century AH	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al -	Electronic references, - B ...Internet sites

**Course development plan** .٣٣

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

# College of Islamic - University of Fallujah

## Department of Arabic Language - Sciences

### Chapter II - Description of the third stage course

#### (grammar) Course description

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

<b>University of Fallujah</b>	Educational institution . <sup>١</sup>
Arabic	department /center Scientific . <sup>٢</sup>
Grammar	Course name/code . <sup>٣</sup>
Physical, electronic and embedded	Available attendance forms . <sup>٤</sup>
٢٠٢٤-٢٠٢٥-/second/third (Semester (course	year /stage /Semester . <sup>٥</sup>
study hours <sup>٤٥</sup>	(total) Number of study hours . <sup>٦</sup>
٢٠٢٥-٢٠٢٦	Date this description was prepared . <sup>٧</sup>
Course objectives . <sup>٨</sup>	
The grammar course aims to gain sufficient knowledge of the rules of the Arabic language tongue from melody that leads to loss of meaning or confusion, in a way that protects the or violation of intent, falling into verbal fallacies, and distortion of styles, since meaning and smooth pronunciation are linked to sound parsing, flow of movements, and their .sequence	

#### outcomes and teaching, learning and evaluation methods urseCo .<sup>٩</sup>

##### Cognitive objectives -A

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

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

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

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

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

### **Teaching and learning methods**

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

### **Evaluation methods**

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

### **Emotional and value goals -C**

uprightness, and moral ,Studying the grammar course works to revive the values of chivalry - ١A  
epics that were on the rise in the era of grammatical decency and spontaneity in parsing. Once  
pronunciation is widespread in the broad path of Arabic grammar, that emotional concern and  
.those authentic feelings are raised  
f the values of studying grammar is to imitate the nation's eloquent scholars who have One o -٢C  
.been immortalized in our linguistic and literary heritage

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

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

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

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Exclamation	and Teaching educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	I do preference	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Style of praise and blame	and Teaching educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Yes, bad, and the like	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Good and bad	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Minions	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The adjective	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Types of adjectives	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Parsing the adjective	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Types of confirmation	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Expression of	Teaching and	٢	eleven

influence	memorization	emphasis	educational staff and researchers		
Behavioral influence	Understanding and memorization	Types of conjunction	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Expressing kindness	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Types of allowance	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Parsing the substitution	Teaching and educational staff and researchers	٢	Fifteenth

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

<b>Course development plan .١٢</b>	
grammatical heritage and developing it by infusing it with the data of modern Adhering to the - grammatical and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, .and adding cultural evidence that serves the individual in his society known grammar footnotes, such as -e of and drawing extensive attention from wellMaking us - Maridiya, and adopting the book Meanings of Grammar by -Khudari and Bahjah al-Hashiyat al	

and Mubarak-Samarrai as a basis no less than the explanation of Ibn Aqeel al-Dr. Fadel al including in the curriculum the vocabulary of this comprehensive book of Arabic grammar with . all its entries, contents, and meanings

## (Literature of late ages) Course description

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

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

### **Course objectives .٨**

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

### **outcomes and teaching, learning and evaluation methods Course .٩**

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

.the course of objectives skills The - B  
 collection of books and manuscripts of that era and preparing study plans Researching the - ١B  
 .for them

.Islamic intellectual legacy of that era-Identifying the Arab - ٢B  
 The ability to critically analyze, formulate, write, analyze texts, and comprehend Arab and ٣B  
 .tellectual productionIslamic in

### **Teaching and learning methods**

understanding the path of that stage and the mechanism : **of education** Among the methods -  
of its literary production, knowing the methods of understanding the text, appreciating it, and  
.well as examining the history of literature analyzing it, as  
memorizing poetic texts that represent the product of : **of learning** Among the methods -  
.that stage, as well as reviewing the titles of works in that era and the names of their authors

### **Evaluation methods**

and parsed pronunciation for students, especially in singing poems and reading prose Proper -  
.such as speeches, etc  
.Investing in the power of memory and poetry in poetry and prose texts -

Emotional and value goals -C  
proverbs that nurture the behavioral and moral aspect Selecting poetic texts, proverbs and -1C  
.of students and enhance their citizenship aspect  
Deepening the human conscience and sense through textual evidence within the -2C  
.presentation of the course material

ills in the ability to pronounce correctly and sing poetry, as Following up on students' sk - D  
.well as enhancing teaching skills and literary boldness to learn effective teaching skills  
Addressing the negative aspects of students' performance, especially the ability to dialogue -2D  
.deduce and

## (Qur'anic Readings) Course Description

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

<b>University of Fallujah</b>	Educational institution .١٠
Arabic	department /center Scientific .١١
the third language - Quranic readings	<b>Course name/code</b> .١٢
Actual and integrated where necessary	<b>Available attendance forms</b> .١٣
٢٠٢٤-٢٠٢٥ (Second semester (course	<b>Semester/year</b> .١٤
study hours ٣٠	<b>(total) Number of study hours</b> .١٥
٢٠٢٥-٣٠-٥	<b>Date this description was prepared</b> .١٦
<b>Course objectives</b> .١٧	
<p>The Qur'anic recitations course aims to teach the rulings on recitations, learn about the history of recitations, their narrators, and their linguistic, grammatical, grammatical, and and identify the ,rhetorical directions, define the science of ancient and modern phonetics Arab dialects adopted in frequent and irregular recitations, and the number of each of them and Qur'anicity, according to the sayings of scholars in a way that suits their authenticity the Prophet's Hadith. The supported by legal evidence from the Holy Qur'an and .honorable</p>	

outcomes and teaching, learning and evaluation methods Course	.١٨
<p>cognitive goals The -ج</p> <p>Identifying the linguistic phenomenon that the student may encounter when reading -١A writings in other fields such as legal, social, philosophical Quranic and literary Arabic texts and .and psychological</p> <p>Comparing the creative and aesthetic aspect between Arabic texts according to their -٢A characteristics of other characteristics and the diversity of their styles, on the one hand, and the .languages of the same Semitic family, such as Hebrew and Assyrian</p>	
<p>.the course of objectives skills The - B</p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.and analyzing their symbols Identify methods of dealing with manuscripts - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided by the - ٣B .philology course</p>	

## Teaching and learning methods

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

## Evaluation methods

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

## Emotional and value goals -C

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

other skills related to ) qualification skills General and transferable -D Section -\*/٩  
(ntemployability and personal developme

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

Course structure .١٣					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	<b>Definition of readings Quranic</b>	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding memorization and	<b>An overview of the emergence of readings</b>	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	<b>Reasons for different readings</b>	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Manifestations of differences in readings	Teaching staff and correctors	٢	the fourth
Behavioral influence	Understanding and memorization	<b>The authenticity of the readings</b>	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	<b>The emergence and development of the of Quranic science readings</b>	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	<b>Conditions for correct reading</b>	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	<b>Composition in readings and their most important sources</b>	Teaching staff and correctors	٢	VIII
Behavioral influence	Understanding and memorization	<b>Reading sections</b>	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	<b>the Seven Readers of Egypt</b>	Teaching staff and correctors	٢	The tenth
Behavioral influence	Understanding and memorization	<b>Studying models of Qur'anic readings and their applications in the Qur'an</b>	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	<b>The relationship between Arabic</b>	staff Teaching and correctors	٢	twelfth

		<b>readings and dialects</b>			
Behavioral influence	Understanding and memorization	<b>The position of grammarians on invoking readings</b>	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	<b>Studying some linguistic phenomena readings in</b>	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	<b>Studying some grammatical in phenomena readings</b>	Teaching staff and correctors	٢	Fifteenth

#### Infrastructure .١٤

Lectures on the science of Quranic readings. Mr. Dr . - Shawka, and Prof. Dr. Khalil -Ahmed Abdel Karim Al Samarrai-Ibrahim Al	Required prescribed books -١
The argument in the seven readings. Ibn Khalawayh - .The argument for the seven readers. Abu Ali Al Farsi - Qira'at Abu Zar'ah-Hujjat al - .Jazari-Publishing in the ten readings. Ibn Al - Facilitation in the seven readings. The proximal -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - Electronic Library The Holy People's -	Electronic references, -B ...Internet sites

#### Course development plan.١٥

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

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

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

<b>Infrastructure .١١</b>	
Dr. Nazim Rashid -Literature of Late Ages -	Required prescribed books -١
Dr. Nazim Rashid -Arabic Literature in the Middle Ages - Rashid Dez Shawqi Deif - History of Arabic Literature - History of Arab Literature Dr. George Zidane -	(Main references (sources -٢
Karl Brockelmann -History of Arabic Literature - reviewed journals issued -Research published in peer universities in which he wrote about by Iraqi and Arab this stage	Recommended books and references ( ...,scientific journals, reports )
Mustafa Electronic Library-Al - Alexandria University Library website - Research published on the Internet in the literature of this stage	Electronic references, Internet -B ...sites

<b>Course development plan .١٢</b>
Activating the practical aspect by developing students' literary skills in the art of public - .speaking and literary ability when trying to deliver lectures

## (Old Critical Books) Course Description

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

University of Fallujah	Educational institution .١٩
Arabic	department /center Scientific .٢٠
the third language - Old monetary books	<b>Course name/code</b> .٢١
Actual and integrated where necessary	<b>Available attendance forms</b> .٢٢
٢٠٢٤-٢٠٢٥ (Second semester (course	<b>Semester/year</b> .٢٣
study hours ٣٠	<b>(total) Number of study hours</b> .٢٤
AD ٢٠٢٥/٣٠/٥	<b>Date this description was</b> .٢٥ <b>prepared</b>

### Course objectives .٢٦

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

### outcomes and teaching, learning and evaluation methods Course .٢٧

#### Cognitive objectives -A

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

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

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

.Discovering ancient linguistic inscriptions and translating them - ١B

.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B

Formulating the literary text using the characteristics and phenomena provided by the - ٣B

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

Course structure . ١٦

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

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

<b>Infrastructure</b> .١٧	
Lectures on the history of criticism among the Arabs, Dr. Nasser - Saffar-Halawi and Dr. Ibtisam Marhoon Al -The history of literary criticism among the Arabs from the pre - Mr. Taha Ahmed Ibrahim . Islamic era to the fourth century AH	Required prescribed -١ books
The history of Arabic literary criticism (poetry criticism) from - Dr.. Ihsan Abbas . the second century until the eighth century AH Abdul .The History of Literary Criticism among the Arabs, Dr - Aziz Ateeq until the Islamic times-The history of Arab criticism from pre -	Main references -٢ (sources)

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

<b>Course development plan</b> .١٨
.Activating the practical aspect, such as analyzing the symbols of Arabic manuscripts - inscriptions, analyzing Activating the field aspect, such as exploring the effects of linguistic - .them, and employing them in forensic cryptography and elsewhere

## (linguistics) Course description

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

<b>University of Fallujah</b>	Educational institution .٢٨
Arabic	department /center Scientific .٢٩
General linguistics	Course name/code .٣٠
Physical, electronic and embedded	Available attendance forms .٣١
٢٠٢٤-٢٠٢٥/course) second/third) Semester	year /stage /Semester .٣٢
study hours ٣٠	(total) Number of study hours .٣٣
٢٠٢٥-٢٠٢٠	Date this description was prepared .٣٤

### Course objectives .٣٥

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

### outcomes and teaching, learning and evaluation methods Course .٣٦

#### Cognitive objectives -A

Training students to make decisions after understanding them objectively, away from – ١A whims, fanaticism, and suspicion that are of no use to the truth, and empowering them to ity, think logically, subject to the controls of science characterized by objectiv comprehensiveness, little or no disagreement, and proper behavior in terms of considering the various aspects of knowledge and all contexts of the linguistic event from any point of .view. Language levels, especially the semantic level

tudents about the features of other sciences in their common topics with Informing s –٢A general linguistics, such as the sciences of sound, logic, reasoning , semiotics , discourse .analysis, the rhetorical diversity of methods, and so on

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

Creative innovation and refinement – ١B

Training speech disorders and delayed speech, especially children, for mental or – ٢B

<p>.psychological reasons</p> <p>Training in the skill of persuasion, resistance to (brainwashing), understanding – ۳B</p> <p>ve connotations, the ability to make sound deductions and deductions, and suggesti</p> <p>. promoting ideas and goods with the many skills that language provides</p>
<p><b>Teaching and learning methods</b></p>
<p>combining the two , The method of teaching is through the direct and indirect curriculum –</p> <p>.matters in a way that reflects the skill of the teacher and accustoming the learner</p> <p>reliance, holding – The method of learning is by giving the learner almost complete self –</p> <p>–les that enhance selfhim responsible, and allowing him in some situations to take on ro</p> <p>.confidence and strengthen his personality</p>
<p><b>Evaluation methods</b></p>
<p>The evaluation method is through students competing in containing the largest amount of –</p> <p>management and information, with its head on the one hand, and a combination of it and its</p> <p>.methods of disposing of it in terms of quantity, quality, time, and place, on the other hand</p>
<p><b>Emotional and value goals -C</b></p> <p>Emotional goals through fruitful contemplation of the experiences of others without – ۱C</p> <p>intellectual achievements, but rather adding new things to them as blindly following their</p> <p>much as possible, such as writers, intellectuals, and leaders of generational thinkers and</p> <p>.creators in all fields</p> <p>ity and models Value objectives through selecting living examples of symbols of human – ۲C</p> <p>. of noble morals, led by prophets, messengers, and inspiring people in all times and places</p>
<p>other skills related to employability and ) General and qualifying transferable skills -D</p> <p>.(personal development</p> <p>ng aspect of students and limiting and reducing looki–Sharpening the forward – ۱D</p> <p>expectations so that they can be brought closer to conviction and decisions can be made at</p> <p>.the appropriate moment</p> <p>Dealing with other languages and their speakers in professional ways acquired from the – ۲D</p> <p>.pics and vocabulary of the General Linguistics courseto</p>

Course structure .١٩					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Defining language speech and and distinguishing .between them	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Classification of .languages	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Laws of linguistic .development	and Teaching educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Levels of linguistic lesson: (A. Phonology, B. Morphology, C. D. ,Grammar .(Semantics	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Research methods in The .١)language: .٢Qur'anic approach, The synchronic .(approach	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Semiology and inference	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	The context of the article, the context of and ,the situation sociolinguistics	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Pragmatics (method (and analysis	Teaching and educational staff and researchers	٢	VIII

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

### Infrastructure .٢٠

linguistic research methods, Dr. Linguistics and - .Ramadan Abdel Tawab Foundations of Linguistics, Marioby , translated by: - .Dr. Ahmed Mukhtar Omar .Saran-Linguistics, Dr. Mahmoud Al - .Sociolinguistics, Hudson -	Required prescribed books -١
Suyuti-by Al Mizhar fi Linguistic Sciences-Al - Lectures on general linguistics by Ferdinand de - . Saussure	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports

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

<b>Course development plan</b> .٢١
.Increasing the benefit from studying the term with all the sciences and cultures it entails - languages of the world, Eastern and Western, Delving deeper into the nature of the living - for the purpose of acquiring the largest possible amount of cultures and knowing their customs, and then the accuracy of human interaction in a manner befitting high civilization .eand harmony among the human rac

## (Andalusian Literature) Course Description

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

University of Fallujah	Educational institution .٣٧
Arabic	department /center Scientific .٣٨
the third language - Andalusian literature	<b>Course name/code</b> .٣٩
Actual and integrated where necessary	<b>Available attendance forms</b> .٤٠
٢٠٢٤-٢٠٢٥ (Second semester (course	<b>Semester/year</b> .٤١
study hours ٣٠	<b>(total) Number of study hours</b> .٤٢
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٤٣
<b>Course objectives</b> .٤٤	
<p>The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the terminology of s for criticizing texts ancient criticism, their critical methods, the verbal and semantic tool the and their treatments, and proposals for developing the realistic aspect of it in view of differences in eras and keeping up with the methods of teaching the ancient with modern .benefit means that are close to understanding and practical</p>	

outcomes and teaching, learning and evaluation methods Course .٤٥
<p><b>Cognitive objectives -A</b></p> <p>Identifying the linguistic phenomenon that the student may encounter when reading -١A as legal, social, Quranic and literary Arabic texts and writings in other fields such .philosophical and psychological</p> <p>Comparing the creative and aesthetic aspect between Arabic texts according to their -٢A characteristics and the diversity of their styles, on the one hand, and the characteristics of .same Semitic family, such as Hebrew and Assyrian other languages of the</p>
<p><b>.the course of objectives skills The - B</b></p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided by the - ٣B .philology course</p>
Teaching and learning methods

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

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

#### Evaluation methods

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

#### Emotional and value goals -C

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

#### Teaching and learning methods

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

#### Evaluation methods

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

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

Employing the phonetic study of the language in areas of speech, such as the rise and -١D  
into account the listening environment and fall of tone in specific places chosen taking  
.speaking positions

Employing knowledge of linguistically prohibited words and knowledge of melody -٢D  
methods in the educational aspect to avoid them and choose appropriate synonyms that are  
.itemore refined and pol

Course structure .٢٢

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

influence	memorization	themes and most important aspects	educational staff and researchers		
Behavioral influence	Understanding and memorization	Study of Ibn Zaydun's prose letters	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	era, The Almoravid definition and explanation	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Andalusian literature and the study of poetry topics in it	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	-Study of the poet Ibn al Labbanah	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	and Understanding memorization	Study of nature poetry in Andalusia	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Prose and its topics with a study of the letters of -Khasal Al-Ibn Abi Al Shaqquri	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure

.٢٣

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

Mustafa Electronic Library-Al -

The Holy People's Electronic Library -

**Course development plan** .٢٤

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

## (Text Verification) Course Description

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

University of Fallujah	Educational institution .٤٦
Arabic	department /center Scientific .٤٧
the third language - Text verification	<b>Course name/code</b> .٤٨
Actual and integrated where necessary	<b>Available attendance forms</b> .٤٩
٢٠٢٤-٢٠٢٥ (Second semester (course	<b>Semester/year</b> .٥٠
study hours ٣٠	<b>(total) Number of study hours</b> .٥١
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٥٢
<b>Course objectives</b> .٥٣	
<p>The ancient criticism course aims to introduce students to the steps of ancient Arabic criticism and its characteristics in light of the ancient linguistic heritage, the terminology of s for criticizing texts and ancient criticism, their critical methods, the verbal and semantic tool the their treatments, and proposals for developing the realistic aspect of it in view of differences in eras and keeping up with the methods of teaching the ancient with modern .benefit means that are close to understanding and practical</p>	

outcomes and teaching, learning and evaluation methods Course .٥٤
<p><b>Cognitive objectives -A</b></p> <p>Identifying the linguistic phenomenon that the student may encounter when reading -١A as legal, social, Quranic and literary Arabic texts and writings in other fields such .philosophical and psychological</p> <p>Comparing the creative and aesthetic aspect between Arabic texts according to their -٢A characteristics and the diversity of their styles, on the one hand, and the characteristics of .same Semitic family, such as Hebrew and Assyrian other languages of the</p> <p><b>.the course of objectives skills The - B</b></p> <p>.Discovering ancient linguistic inscriptions and translating them - ١B</p> <p>.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B</p> <p>Formulating the literary text using the characteristics and phenomena provided by the - ٣B .philology course</p>
Teaching and learning methods

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

#### Evaluation methods

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

#### Emotional and value goals -C

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

#### Teaching and learning methods

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

#### Evaluation methods

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

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

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

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

Course structure .٢٥

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Definition of investigative science	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Writings in the science of investigation	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Definition of manuscript	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Types of Arabic fonts	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	The first written Islamic text	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Types of manuscripts	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Copy the manuscript	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The rank of copying	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Copy checking	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Detailed lines of investigation	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding	Address realization	Teaching and	٢	eleven

influence	and memorization		staff and educational researchers		
Behavioral influence	Understanding and memorization	Verify the text, steps, procedures	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The advantage of a successful investigator	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding memorization and	Correction and distortion	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Settings and comments	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure .٢٦

Salam Editing and publishing texts. Abdul Muhammad Haroun -	Required prescribed books -١
-	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al website Aloka - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

### Course development plan .٢٧

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

## (Teaching Methods) Course Description

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

University of Fallujah	Educational institution .٥٥
Arabic	department /center Scientific .٥٦
the third language - Teaching methods	Course name/code .٥٧
Actual and integrated where necessary	Available attendance forms .٥٨
٢٠٢٤-٢٠٢٥ (Second semester (course	Semester/year .٥٩
study hours ٣٠	(total) Number of study hours .٦٠
AD ٢٠٢٥/٣٠/٥	Date this description was prepared .٦١

### Course objectives .٦٢

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

### outcomes and teaching, learning and evaluation methods Course .٦٣

#### Cognitive objectives -A

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

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

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

.Discovering ancient linguistic inscriptions and translating them - ١B

.Identify methods of dealing with manuscripts and analyzing their symbols - ٢B

Formulating the literary text using the characteristics and phenomena provided by the - ٣B .philology course

### Teaching and learning methods

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

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

### **Evaluation methods**

.Correct and parsed pronunciation for students -

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

### **Emotional and value goals -C**

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

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

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

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

Employing knowledge of linguistically prohibited words and knowledge of melody -\D  
he educational aspect to avoid them and choose appropriate synonyms that are methods in t

.more refined and polite

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

influence	memorization	intimidation in teaching	educational staff and researchers		
Behavioral influence	Understanding and memorization	Daily and monthly examinations	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Grading controls	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Basic alphabetic foundations of education	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	He studied reading types: and its two aloud and silent reading	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure .٢٩

Editing and publishing texts. Abdul Salam - Muhammad Haroun	Required prescribed books -١
-	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	) Recommended books and references ( ...,scientific journals, reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	...Electronic references, Internet sites -B

### development plan Course .٣٠

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

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

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

**(grammar) Course description**

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

<b>University of Fallujah</b>	Educational institution . <sup>١</sup>
Arabic	department /center Scientific . <sup>٢</sup>
The second stage - Grammar	Course name/code . <sup>٣</sup>
Actual and integrated when necessary	Available attendance forms . <sup>٤</sup>
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester . <sup>٥</sup>
study hours ٤٥	(total) Number of study hours . <sup>٦</sup>
٢٠٢٥-٣٠-٥	Date this description was prepared . <sup>٧</sup>

**Course objectives .<sup>٨</sup>**

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

**outcomes and teaching, learning and evaluation methods Course .<sup>٩</sup>**

**Cognitive objectives -A**

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

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

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

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

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

### **Teaching and learning methods**

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

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

### **Evaluation methods**

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

### **Emotional and value goals -C**

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

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

### **Teaching and learning methods**

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

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

### **Evaluation methods**

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

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

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

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

structure Course .١٠					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding memorization and	The suspicious letters are already defined and .explained	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	reh dna "annI" siblings are a .detailed study	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	That and its .provisions	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	.But its provisions	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	I wish and its .provisions	Teaching and educational staff researchers and	٢	Fifth
Behavioral influence	Understanding and memorization	Perhaps its .provisions	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	dna xes seined "oN" .its implications	Teaching and staff educational and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	The meaning of negation and its .composition	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Types of the name sti dna "aL" grammatical .analysis	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	sti dna "annahT" .and rulings brothers	Teaching and educational staff and researchers	٢	The tenth

Behavioral influence	Understanding and memorization	According to their terms and .conditions	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Wahb's promise and .its provisions	Teaching and staff educational and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	I know and see and .their rulings	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	The subject, its rulings, and its .discussion	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The subject's deputy, its rulings, its and .investigations	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure .١١

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

### Course development plan .١٢

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

known grammar footnotes, –Making use of and drawing extensive attention from well – Maridiya, and adopting the book Meanings of –Khudari and Bahjah al–s Hashiyat alsuch a –Samarrai as a basis no less than the explanation of Ibn Aqeel al–Grammar by Dr. Fadel al Mubarak, and including in the curriculum the vocabulary of this comprehensive book of . rabic grammar with all its entries, contents, and meaningsA

## (Exchange) Course description

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

<b>University of Fallujah</b>	Educational institution -١
Arabic	department /center Scientific -٢
second stage/٣Exchange	Course name/code -٣
Actual and integrated where necessary	Available attendance forms -٤
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester -٥
study hours ٣٠	(total) Number of study hours -٦
٢٠٢٥-٢٠٢٥	Date this description was prepared -٧
<b>Course objectives -٨</b>	
<p>The morphology course aims to gain full knowledge of the rules of morphology, weights, of constructions, the reasons for the Arabs' use of words in certain verbal forms, meanings forms, and to learn more about abstract nouns and verbs in three, four, five, and six, and to enrich students with a large number of examples of eloquent Arab vocabulary, and to frequent ones, the irregular, and the measured ones, and the reasons for that know the logically and in the light of What is familiar with the methods of the Arabs in their .rhetorical uses</p>	

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

far from the vulgarities and meanings familiar to the common people and the ,daily life  
.general public

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

### **Evaluation methods**

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

### **Emotional and value goals -C**

Studying the morphology course works to revive the values of chivalry, uprightness, - ١A  
spontaneity in parsing. and moral epics that were on the rise in the era of morphology and  
As soon as pronunciation begins in the broad path of Arabic morphology, that emotional  
.concern and those authentic feelings are raised

One of the values of studying morphology is to follow the example of the eloquent -٢C  
.the nation who have been immortalized by our linguistic and literary heritage people of

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

ts and evaluating books, The learner of morphology acquires correcting poetic tex -١D  
.research, and eloquent expressions wherever they may be

The learner of morphology is inspired to learn precisely by understanding the nature -٢D  
n, of some problems similar to some morphological rules, such as addition and prepositio  
.the position of the letter in morphological work, and so on

**: Course structure .١٣**

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

Behavioral influence	Understanding and memorization	The sound masculine plural and .its provisions	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	The sound feminine .plural and its rulings	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Collecting crushing, its definition and .types	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	.Crowds of few	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Crowds of .multitudes	Teaching and educational staff and researchers	٢	Fifteenth

<b>Infrastructure</b> .١٤	
.Hamalawi-Sharf, Al-Fan al-arf fi al`-Shadha al - -	prescribed books Required - ١
..Wafi, Dr. Abbas Hassan-Sarf Al-Al -	(Main references (sources - ٢
Journal of the Linguistic Academy in Cairo -	Recommended books and references ( ...,scientific journals, reports )
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet - B ...sites

<b>Course development plan</b> .١٥
with the Adhering to the morphological heritage and developing it by infusing it - data of modern morphological and rhetorical lessons, mixing creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in .his society footnotes, such known grammar-Making use of and making extensive use of well - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al

Samarrai as a basis no less than the explanation of Ibn Aqeel –Buildings by Dr. Fadel al  
nsive Mubarak, and including in the curriculum the vocabulary of this comprehe-al  
. book of Arabic grammar with all its entries, contents, and meanings

## **(Science of Bayan) Course description**

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

<b>University of Fallujah</b>	Educational institution -١٠
Arabic	department /center Scientific -١١
The science of rhetoric / the second stage	Course name/code -١٢
Actual and integrated where necessary	Available attendance forms -١٣
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester -١٤
study hours ٣٠	(total) Number of study hours -١٥
٢٠٢٥-٣٠-٥	Date this description was -١٦ prepared
Course objectives -١٧	
and its The course (Science of Pianism) aims to gain full knowledge of the topics of rhetoric arts, the mechanisms of Arab use of them, the graphic image generated by use, whether poetic or prose, and the study of piano phenomena and their analysis in the high texts of .the Holy Qur'an, the Noble Prophet's Hadith, and Arab poetry and prose	

<b>outcomes and teaching, learning and evaluation methods Course</b> -١٨
<p><b>Cognitive objectives -A</b></p> <p>Teaching students to think about creativity, art, and the literary image in a way that -١A wording, meaning, and does not conflict with the spirit of the Arabic language in terms of .style</p> <p>Repeatedly letting students speak eloquent speech that befits the beauty and elegance -٢A .of Arabic and the noble values and refined morals it contains</p> <p><b>The - B</b></p> <p>image that expands the paths of thought and consolidates This includes the graphic - ١B .information about the subject</p> <p>.Acquiring the skill of appreciating beautiful speech and discovering its secrets - ٢B</p>
<b>Teaching and learning methods</b>
<p>comprehensive examples from the reality of The method of teaching is by bringing - daily life, far from the vulgarities and meanings familiar to the common people and the .general public</p> <p>The method of learning by repeatedly exercising the tongue with words of great -</p>

<p>lexity, leading to mediation in learning the most eloquence and grammatical comp important rules, the ignorance of which cannot be excused by a bachelor's student .majoring in the Arabic language</p>
<p><b>Evaluation methods</b></p>
<p>then awarding ,The method of evaluation is through suspense and attracting moods - grades of merit, with rewards of grades for encouragement and others for punishment and .absolution of the teacher</p>
<p>Emotional and value goals -C Studying the course of rhetoric works to revive the values of chivalry, integrity, and - \A .integrity that were on the rise in the era of naturalism and spontaneity moral One of the values of studying rhetoric is to follow the example of the nation's -\C .eloquent people who have been immortalized by our linguistic and literary heritage</p>
<p>other skills related to employability and ) and qualifying transferable skills General -D (personal development .He acquires the skill of distinguishing between strong and weak texts -\D .Being able to know the secrets of speech through graphic images -\D</p>

**: Course structure** .١٦

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

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

<b>Infrastructure</b> .١٧	
.Rhetoric and Application, Dr. Ahmed is wanted -	Required prescribed books -١
.Arabic Rhetoric, Dr. Shawqi is a guest -	(Main references (sources -٢
Cairo Journal of the Linguistic Academy in -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

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

## (prosodic concepts) Course description

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

<b>University of Fallujah</b>	Educational institution -١٩
Arabic	department /center Scientific -٢٠
Presentational concepts / second stage	Course name/code -٢١
Actual and integrated where necessary	Available attendance forms -٢٢
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester -٢٣
study hours ٣٠	(total) Number of study hours -٢٤
٢٠٢٥-٢٠٢٥	Date this description was -٢٥ prepared
Course objectives -٢٦	
,The Prosodic Concepts course aims to gain complete knowledge of the rules of prosody poetic meters, analysis of the poetic line, knowledge of the types of seas and the nature of each poetic sea, along with mastery of the prepositions, prepositions, and passports, .which adds real knowledge of this science	

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

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

**Emotional and value goals -C**  
.Studying the prosody concepts course works to revive the values of science and ethics -\C is to imitate the nation's eloquent people who One of the values of studying prosody -\C .have been immortalized by our linguistic and literary heritage

other skills related to employability and ) **General and qualifying transferable skills -D**  
.(personal development  
.quires correcting broken verses and correcting themThe learner of prosody a -\D  
.An attempt at poetic rhythm -\D

**: Course structure** .١٩

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

			and researchers		
Behavioral influence	Understanding and memorization	.Long sea	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	.Simple sea	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	.The abundant sea	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	.Full sea	Teaching and educational staff and researchers	٢	Fifteenth

<b>Infrastructure</b> .٢٠	
.Asaad-Features of prosody and rhyme d. Omar Al - -	prescribed books Required -١
Explanation of the masterpiece of Khalil Abdul - .Radi-Hamid Al	(Main references (sources -٢
Academy in Cairo Journal of the Linguistic -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

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

## (The Arabic dictionary) Course description

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

<b>University of Fallujah</b>	Educational institution -٢٨
Arabic	department /center Scientific -٢٩
Arabic dictionary / second stage	Course name/code -٣٠
Actual and integrated where necessary	Available attendance forms -٣١
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester -٣٢
study hours ٣٠	(total) Number of study hours -٣٣
٢٠٢٥-٣٠-٥	Date this description was prepared -٣٤
<b>Course objectives -٣٥</b>	
The Arabic dictionary course aims to gain a complete knowledge of the Arabic dictionary, emergence and development, its most important figures and phenomena, its its composition mechanisms and schools, the nature of lexical significance, and the paths of .lexical work	

<b>outcomes and teaching, learning and evaluation methods Course</b>	<b>-٣٦</b>
<b>objectives Cognitive -A</b>	
Teaching students to study the dictionary in a way that does not conflict with the -١A .spirit of the Arabic language in terms of wording, meaning, and style	
elegance Repeatedly letting students speak eloquent speech that befits the beauty and -٢A .of Arabic and the noble values and refined morals it contains	
<b>.the course of objectives skills The - B</b>	
.information-Expanding the paths of thought and consolidating self - ١B	
.Acquiring the skill of knowing words and their meanings - ٢B	
<b>Teaching and learning methods</b>	
The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and the .general public	
The method of learning by repeatedly exercising the tongue with words of great - eloquence and grammatical complexity, leading to mediation in learning the most important rules, the ignorance of which cannot be excused by a bachelor's student	

.Arabic language majoring in the
<b>Evaluation methods</b>
The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment and .absolution of the teacher
value goals Emotional and -C Studying the Arabic dictionary course works to revive the values of chivalry, -\A .integrity, and moral character that were on the rise in the Sulaiqa era One of the values of studying the Arabic dictionary is to follow the example of the -\C nation's eloquent people who have been immortalized by our linguistic and literary .heritage
other skills related to employability and ) General and qualifying transferable skills -D (personal development correcting of poetic texts and the The learner of the dictionary acquires the -\D .evaluation of books, research, and eloquent expressions wherever they may be The learner of the dictionary is inspired to learn accurately and understand the nature -\D . unknown problems of some

<b>: Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Dictionary definition of language and .terminology	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The emergence of the word dictionary and the history of .lexicography	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	History of the emergence of the .Arabic dictionary	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	.Linguistic novel	Teaching and educational staff and researchers	٢	the fourth
Behavioral	Understanding and	Tributaries of the	Teaching and	٢	Fifth

influence	memorization	.dictionary	educational staff and researchers		
Behavioral influence	Understanding and memorization	Dictionaries of .meanings and topics	Teaching and educational staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Dictionaries of .words	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Arabic dictionary .schools	Teaching and educational staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	School of .permutations	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	.School of rhyme	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	School door and .classroom	Teaching and educational staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	.Alphabet school	Teaching and educational staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	Intermediate .dictionary	Teaching and educational staff and researchers	۲	thirteen
Behavioral influence	Understanding and memorization	.dictionaries Jesuit	Teaching and educational staff and researchers	۲	Fourteenth
Behavioral influence	Understanding and memorization	.Lexical applications	Teaching and educational staff and researchers	۲	Fifteenth

**Infrastructure** .۲۲

.dictionary Dr. Nazim Rashid Arabic -

Required prescribed books - ۱

-	
The Arab dictionary, its origins and .development, Dr. Hussein Nassar -	(Main references (sources - ٢
Journal of the Linguistic Academy in Cairo -	) Recommended books and references ( ...,scientific journals, reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	...Electronic references, Internet sites - B

<b>Course development plan</b> .٢٣
------------------------------------

- |  |
|--|
| .Adhering to and developing the linguistic heritage -<br>. Benefiting from and extensive study of dictionaries - |
|--|

## **(Literature in the era of early Islam) Course description**

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

<b>University of Fallujah</b>	Educational institution -٣٧
Arabic	Scientific department /center -٣٨
Literature in the era of early Islam / the second stage	Course name/code -٣٩
necessary Actual and integrated where	Available attendance forms -٤٠
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester -٤١
study hours ٣٠	Number of study hours (total) -٤٢
٢٠٢٥-٣٠-٥	Date this description was prepared -٤٣
<b>Course objectives -٤٤</b>	
<p>The course on Literature in the Era of Early Islam aims to gain a complete knowledge of Arabic literature in the Era of Early Islam, in its two types, poetry and prose, and to learn its integration with about the developments in its art and its relationship with the past and its writers and study them new topics and images, as well as to learn about its poets</p>	

<b>outcomes and teaching, learning and evaluation methods Course -٤٥</b>
<p><b>Cognitive objectives -A</b>          early Islam in a way that does not conflict with the spirit of the Arabic language in terms, meaning, and style Teaching students Arabic literature in the era of -١A          Repeatedly letting students speak eloquent speech that befits the beauty and elegance of Arabic and the noble values and refined morals it -٢A</p>
<p><b>the course of objectives skills The - B</b>          .information-Expanding the paths of thought and consolidating self - ١B          .Knowing the manifestations of this literature and looking forward to reaching them - ٢B</p>
<b>Teaching and learning methods</b>
<p>method of teaching is by bringing comprehensive examples from the reality of daily life, far from the vulgarities and meanings familiar to the common people and the general public -</p>

<p>eat The method of learning by repeatedly exercising the tongue with words of gr - eloquence and grammatical complexity, leading to mediation in learning literature, the ignorance of which cannot be excused by a bachelor's student majoring in the Arabic .language</p>
<p><b>Evaluation methods</b></p>
<p>attracting moods, then awarding The method of evaluation is through suspense and - grades of merit, with rewards of grades for encouragement and others for punishment and .absolution of the teacher</p>
<p><b>Emotional and value goals -C</b> the values of Studying the literature course in the era of early Islam works to revive - ۱A .chivalry, integrity, and moral character that were on the rise in the era of the Sulaiqah .Cultivate the values of authenticity, faith, and heroism that this era represents -۲C</p>
<p>related to employability and other skills ) General and qualifying transferable skills -D (personal development The learner of literature acquires the skills of appreciating and criticizing Arabic -۱D .literature .He can be a useful writer -۲D</p>

**: Course structure .٢٤**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>the Name of unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	historical overview of the era of early .Islam	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	The Qur'an and Hadith and their impact on Arabic .literature	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Poetry in the Age of .Prophethood	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Poetry in the .Rashidun era	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Poetry of Islamic .conquests	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Purposes of Islamic .poetry	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	.poets Veteran	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Hassan bin thabet. .Labid bin Rabia	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Ka'b bin Zuhair and Ka'b bin Malik	Teaching and educational staff researchers and	٢	Ninth
Behavioral influence	Understanding and memorization	Abdullah bin Rawahah. Abu -Dhu'ayb Al .Hudhali	Teaching and educational staff and researchers	٢	The tenth

Behavioral influence	Understanding and memorization	-The Khansa. Al -Hataya . Al .Jaadi-Nabigha Al	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Speech, the sermons of the Messenger, God bless him may and grant him .peace	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Speeches of the Rightly Guided Caliphs, may God be pleased with them	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Imam Ali's sermon, may God be pleased with him	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Letters and .signatures	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure .٢٥

Saffar -Amali in Islamic Literature, Dr. Al-Al - .smiled -	Required prescribed books -١
.Studies in Islamic Literature, Dr. Sami Makki -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - Electronic Library The Holy People's -	Electronic references, -B ...Internet sites

### Course development plan .٢٦

Adhering to the morphological heritage and developing it by infusing it with the -

data of modern morphological and rhetorical lessons, mixing creative and graphic arts cultural evidence that serves the individual in with dry grammatical rules, and adding .his society

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

## **(Educational Psychology) Course description**

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
Second Stage -Educational Psychology	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester
study hours ٤٥	(total) Number of study hours
٢٠٢٥-٢٠٢٥	Date this description was prepared

### **Course objectives**

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

### **outcomes and teaching, learning and evaluation methods Course .١٠**

#### **Cognitive objectives -A**

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

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

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

### **Teaching and learning methods**

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

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

### **Evaluation methods**

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

**Emotional and value goals -C**

Studying the educational psychology course teaches the similarities and -\A .psychology and behavioral application differences between psychological

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

The educational psychology learner acquires the skills of types of thinking and -\D ormingmethods of brainst

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Introduction to educational psychology	Teaching and educational staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Definition and explanation of psychology	Teaching and educational staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	Education and its relationship to educational psychology	Teaching and educational staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Factors affecting the effectiveness of the learning and teaching process	Teaching and educational staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Characteristics of and the learner teacher	Teaching and educational staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Learner and teacher behaviour	Teaching and educational staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Natural characteristics of the school	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	Subject	Teaching and educational staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	The external force affecting the effectiveness of learning	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Learning and teaching theories	Teaching and educational staff	۲	The tenth

			and researchers		
Behavioral influence	Understanding and memorization	Sources of educational psychology	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Psychology and Islamic civilization	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Ibn Sina and the acquired theory of morality	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Linking theory and practice	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	The theory of sensory perception Mawardi and -Al / his theory	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure

Lectures on educational psychology by Dr. - .Deeb-Mustafa El -	Required prescribed books - ١
Introduction to educational psychology Dr. - Raqa-Khaled Al	(sources) Main references - ٢
Journal of the Linguistic Academy in Cairo -	) Recommended books and references ( ...,scientific journals, reports
magazine Arab electronic-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -B ...sites

### Course development plan

Adhering to the grammatical heritage and developing it by infusing it with the data of -  
creative and graphic arts with dry modern grammatical and rhetorical lessons, mixing  
.grammatical rules, and adding cultural evidence that serves the individual in his society  
known grammar footnotes, -Making use of and drawing extensive attention from well -

a, and adopting the book Meanings of Maridiy-Khudari and Bahjah al-such as Hashiyat al-Samarrai as a basis no less than the explanation of Ibn Aqeel al-Grammar by Dr. Fadel al-Mubarak, and including in the curriculum the vocabulary of this comprehensive book of . s, and meaningsArabic grammar with all its entries, content

## **(Recitation and memorization) Course description**

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
the second stage -Recitation and memorization	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (First semester (course	year /stage /Semester
study hours ٤٥	(total) Number of study hours
٢٠٢٥-٣٠-٥	Date this description was prepared

### **Course objectives**

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

### **outcomes and teaching, learning and evaluation methods Course .١١**

#### **Cognitive objectives -A**

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

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

.This includes the skill of Tajweed and applying the rules of recitation - ١B

Acquiring good pronunciation and appropriate voting - ٢B

### **Teaching and learning methods**

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

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

### **Evaluation methods**

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

<p>Emotional and value goals -C</p> <p>Studying the recitation and memorization course teaches the similarities and differences –\A between human pronunciation and the application provisions for recitation of the divine speech in . Qur’an the Holy</p>
<p>ther skills related to employability and personal o ) General and qualifying transferable skills -D .(development</p> <p>The learner of recitation and memorization acquires the skills of morphemes and adjectives of –\D .Arabic sounds</p>

### Course structure

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

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

<b>Infrastructure</b>	
Qur'an -Hasan fi Tajweed Al-Fawaid Al-Al - .by Muhammad Hafeez Suwaydi -	Required prescribed books - ١
-	(Main references (sources - ٢
Cairo Journal of the Linguistic Academy in -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al -	Electronic references, -B

Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	...Internet sites
<b>Course development plan</b>	
memorization, and the The optimal application of the provisions of recitation and - application of its types and the most famous scholars of this science . to reciting the Holy Qur'an and worshiping it Become accustomed -	

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

second semester - Course description for the second stage

**(grammar) Course description**

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
Grammar stage two	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (Second semester (course	year /stage /Semester
study hours ٤٥	(total) Number of study hours
٢٠٢٥-٣٠-٥	Date this description was prepared

**Course objectives**

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

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

Cognitive objectives -A  
 Teaching students to think mathematically and logically, which does not conflict with the -١A .spirit of the Arabic language in terms, meaning, and style  
 Repeatedly letting students speak eloquent speech that befits the beauty and elegance of -٢A .Arabic and the noble values and refined morals it contains

.the course of objectives skills The - B  
 s of thought and consolidate This includes grammatical puzzles that expand the path - ١B .subjective information  
 Acquiring the skill of deceiving others with grammar and camouflaging others with more - ٢B .than one concept to achieve some malicious or legitimate purposes

**Teaching and learning methods**

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

### **Evaluation methods**

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

### **Emotional and value goals -C**

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

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

### **Teaching and learning methods**

and understanding the Teaching grammar by following the descriptive historical approach -  
.linguistic logic of the Arab language, which is distinguished by its beauty and majesty  
The student learns grammar by concentrating and understanding the spirit of Arabic and its -  
.c and refuse to prove its existence in itselfpaths, which on the surface may contradict formal logi

### **Evaluation methods**

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

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

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

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

**structure Course**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	The transitivity of the verb and its necessity	Teaching and educational staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	Working	Teaching and educational staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	Conflict	Teaching and educational staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	Effects	Teaching and educational staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Its rulings and investigations	Teaching and educational staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Absolute effect	Teaching and educational staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Effect for it	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	The effect in it	Teaching and educational staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	The effect is with him	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Parsing the effects	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Disagreement in the parsing	Teaching and educational staff and	۲	eleven

		of objects	researchers		
Behavioral influence	Understanding and memorization	Exception	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Parsing the exception	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	adverb	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Discrimination	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure

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

### Course development plan

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

. s, and meanings with all its entries, content

## (Exchange) Course description

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
Drainage / second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (Second semester (course	year /stage /Semester
study hours ٣٠	(total) Number of study hours
٢٠٢٥-٣٠-٥	Date this description was prepared

### Course objectives

The morphology course aims to gain full knowledge of the rules of morphology, of constructions, the reasons for the Arabs' use of weights, verbal forms, meanings words in certain forms, and to learn more about abstract nouns and verbs in three, four, five, and six, and to enrich students with a large number of examples of eloquent frequent ones, the irregular, and the measured Arab vocabulary, and to know the ones, and the reasons for that logically and in the light of What is familiar with the .methods of the Arabs in their rhetorical uses

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

#### Cognitive objectives -A

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

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

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

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

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

### Teaching and learning methods

The method of teaching is by bringing comprehensive examples from the reality of -

far from the vulgarities and meanings familiar to the common people and ,daily life  
.the general public

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

### **Evaluation methods**

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

### **Emotional and value goals -C**

Studying the morphology course works to revive the values of chivalry, - ۱A  
uprightness, and moral epics that were on the rise in the era of morphology and  
spontaneity in parsing. As soon as pronunciation begins in the broad path of Arabic  
.morphology, that emotional concern and those authentic feelings are raised

One of the values of studying morphology is to follow the example of the -۲C  
the nation who have been immortalized by our linguistic and eloquent people of  
.literary heritage

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

ts and evaluating books, The learner of morphology acquires correcting poetic tex -۱D  
.research, and eloquent expressions wherever they may be

The learner of morphology is inspired to learn precisely by understanding the -۲D  
nature of some problems similar to some morphological rules, such as addition and  
.n, the position of the letter in morphological work, and so onprepositio

<b>Course structure</b> .١٠					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	noun, its The plural definition and controls	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Plural gender noun	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Singular plural noun	Teaching and staff educational and researchers	٢	the third
Behavioral influence	Understanding and memorization	Zoom out	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	Types of miniaturization	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	Lineage	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Ilalal	Teaching and educational staff researchers and	٢	Seventh
Behavioral influence	Understanding and memorization	Introduce advertising and its controls	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Substitution	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	Types of substitution and its controls	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and	Assimilation	Teaching and educational staff	٢	eleven

	memorization		and researchers		
Behavioral influence	Understanding and memorization	Types of assimilation and its controls	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Endowment	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Types of endowments and their controls	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Tilt and its types	Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure

Shafia-Radi on Al-Explanation of Al - Hamalawi-Sharf by Al-Arf fi Fan Al-Al Shadha - Samarrai-Meanings of buildings d. Fadel Al -	Required prescribed books - ١
Refinement in exchange - ..Wafi, Dr. Abbas Hassan-Sarf Al-Al -	(Main references (sources - ٢
Linguistic Academy in Cairo Journal of the -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

### Course development plan

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

m the vocabulary of this comprehensive book of Arabic and including in the curriculu  
. grammar with all its entries, contents, and meanings

## (Badi science) Course description

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

<b>University of Fallujah</b>	Educational institution -١
Arabic	department /center Scientific -٢
Badi science / second stage	Course name/code -٣
Actual and integrated where necessary	Available attendance forms -٤
٢٠٢٤-٢٠٢٥ (Second semester (course	year /stage /Semester -٥
study hours ٣٠	(total) Number of study hours -٦
٢٠٢٥-٣٠-٥	Date this description was prepared -٧
<b>Course objectives -٨</b>	
The Badi Science course aims to gain complete knowledge of the rhetorical rules of .examples, and evidence ,Badi', its arts	

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

#### Cognitive objectives -A

.Teaching students to think rhetorically and creatively -١A

after Mu'tazz and those who came-Knowing the scholars of Badi', especially Ibn al -٢A  
.him

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

.Proficiency in the art of Badi, activating his skills and increasing his activities - ١B

Acquiring the skill of speaking about the beautiful, communicating eloquently, and - ٢B  
.composing it

#### and learning methods Teaching

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

the tongue with very eloquent words The method of learning by repeatedly exercising -  
presentation and competition between students -

#### Evaluation methods

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

### Emotional and value goals -C

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

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

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

The learner of morphology acquires correcting poetic texts and evaluating books, -\D .earch, and eloquent expressions wherever they may beres

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

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Badi science, its definition and summary	Teaching and educational staff and researchers	٢	the first
Behavioral influence	Understanding and memorization	Moral enhancers	Teaching and educational staff and researchers	٢	the second
Behavioral influence	Understanding and memorization	Pun	Teaching and educational staff and researchers	٢	the third
Behavioral influence	Understanding and memorization	Good reasoning	Teaching and educational staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization	counterpoint	Teaching and educational staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization	the interview	Teaching and educational staff and researchers	٢	VI
Behavioral influence	Understanding and memorization	Verbal enhancers	Teaching and educational staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization	Alliteration	Teaching and educational staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization	Assonance	Teaching and educational staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization	the quote	Teaching and educational staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization	Systems theory and the Qur'anic	Teaching and educational staff	٢	eleven

		miracle	and researchers		
Behavioral influence	Understanding and memorization	Introduction to rhetorical books	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	-Idhah by Al-Al -Qazwini and Al Tiraz by Yahya Alawi-Al	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Tawassul -Hasan al -Tarsul by al-fi al Halabi	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Applications to - all the rhetorical arts of the Qur'an, Hadith, poetry, and sermons	Teaching and educational staff and researchers	٢	Fifteenth

<b>Infrastructure</b>	
Jarim and -clear eloquence of Ali Al The - Mustafa Amin	Required prescribed books -١
Refinement in exchange - ..Wafi, Dr. Abbas Hassan-Sarf Al-Al -	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and references ( ...,scientific journals, reports )
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet - B ...sites

<b>Course development plan</b> .١١
with the data of Adhering to the creative heritage and developing it by infusing it - modern morphological and rhetorical lessons, mixing the creative and graphic arts with dry grammatical rules, and adding cultural evidence that serves the individual in his .society mar footnotes, such as known gram-Making use of and making extensive use of well -

Maridiya, adopting the book Meanings of Buildings –Khudari and Bahjah al–Hashiyat al Mubarak, –Samarrai as a basis no less than the explanation of Ibn Aqeel al–by Dr. Fadel al rehensive book of Arabic and including in the curriculum the vocabulary of this comp . grammar with all its entries, contents, and meanings

## **(Literature in the Umayyad era) Course description**

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
Literature in the Umayyad era / the second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (Second semester (course	year /stage /Semester
study hours ٣٠	(total) Number of study hours
٢٠٢٥-٣٠-٥	Date this description was prepared
<b>Course objectives</b>	
The course on literature in the Umayyad era aims to learn about literary life and the debates between writers among themselves and between the caliphs on the other hand and .to memorize eloquent literary texts	

<b>outcomes and teaching, learning and evaluation methods Course</b>
Cognitive objectives -A .in that era Teaching students to think literary -١A Knowing the scholars and critics of Umayyad literature and the works they -٢A .produced
.the course of objectives skills The - B .Proficiency in the art of literature in the style of the Umayyad era - ١B .style of the Umayyad era Acquire poetry and prose in the - ٢B
<b>Teaching and learning methods</b>
The method of teaching is by bringing comprehensive examples from the reality of - daily life, far from the vulgarities and meanings familiar to the common people and .the general public of learning by repeatedly exercising the tongue with very eloquent The method - words presentation and competition between students -
<b>Evaluation methods</b>
The method of evaluation is through suspense and attracting moods, then awarding - grades of merit, with rewards of grades for encouragement and others for punishment

.and absolution of the teacher

**Emotional and value goals -C**

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

**ability other skills related to employ ) General and qualifying transferable skills -D .(and personal development**

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

of the The learner of Umayyad literature is inspired by a precise understanding - \D nature of some literary and political problems

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

			and researchers		
Behavioral influence	Understanding and memorization	Peregrine's share	Teaching and educational staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization	Ka'b bin Ma'dan Ashqari-Al	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	The antithetical Akhtal, -poets Al -Jarir, and Al Farazdaq	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Prose in the Umayyad Era by the rhetoricians Ziyad bin Abih and Ahnaf bin Qais-Al	Teaching and educational staff and researchers	٢	Fourteen th
Behavioral influence	Understanding and memorization	Basri-Hassan Al	Teaching and educational staff and researchers	٢	Fifteenth

<b>Infrastructure</b>	
Saffar -Amali in Islamic Literature Dr. Al-Al - smiled	Required prescribed books - ١
Jubouri-Al Islam and poetry Dr. Yahya -	
Studies in Islamic Literature Dr. Sami Makki - Ani-Al	(Main references (sources - ٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

<b>Course development plan</b>
Adhering to the Umayyad heritage and developing it by infusing it with the data of -

rhetorical lessons, mixing creative and graphic arts with modern morphological and dry grammatical rules, and adding cultural evidence that serves the individual in his society.

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

## (cutting hair) Course description

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
stage Hair cutting / second	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (Second semester (course	year /stage /Semester
study hours ٣٠	(total) Number of study hours
٢٠٢٥-٣٠-٥	Date this description was prepared
<b>Course objectives</b>	
cutting course aims to identify prosodic meters and practice cutting using The poetry methods, including vocal and beats, on resonant objects, to stimulate the auditory .sense and the musical ear in the art of poetic cutting	

<b>and evaluation methods outcomes and teaching, learning Course</b>
<p><b>Cognitive objectives -A</b>          . prosodically Teaching students to think - \A          .Knowing the scholars of prosody and poetry fragmentation and their writings -٢A</p>
<p><b>.the course of objectives skills The - B</b>          fragmentation in the style of art scholars, especially Proficiency in the art of poetic - \B          .Farahidi, may God Almighty have mercy on him-Al</p>
<b>Teaching and learning methods</b>
<p>The method of teaching is by bringing comprehensive examples from the reality of - and meanings familiar to the common people and the daily life, far from the vulgarities .general public</p> <p>The method of learning by repeatedly exercising the tongue with very eloquent words - presentation and competition between students -</p>
<b>Evaluation methods</b>
<p>suspense and attracting moods, then awarding The method of evaluation is through - grades of merit, with rewards of grades for encouragement and others for punishment and .absolution of the teacher</p>

Emotional and value goals -C

spirit of musical Studying the poetry composition course works to revive the -\A  
.imagination. Poetry composition then becomes a fine art and creative study

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

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

The learner of hair cutting is inspired by a precise understanding of the nature of -\D  
.some problems and their practical treatment

<b>Course structure</b>					
<b>Evaluation method</b>	<b>method Teaching</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Poetic seas, their controls and their divisions	Teaching and educational staff and researchers	۲	the first
Behavioral influence	Understanding and memorization	confusion Sea of	Teaching and educational staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	Shame	Teaching and educational staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	the sand	Teaching and educational staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Light	Teaching and educational staff and researchers	۲	Fifth
Behavioral influence	Understanding memorization and	The prisoner	Teaching and educational staff and researchers	۲	VI
Behavioral influence	Understanding and memorization	Convergent	Teaching and educational staff and researchers	۲	Seventh
Behavioral influence	Understanding memorization and	The remedial one	Teaching and educational staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	Long	Teaching and educational staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Laconic	Teaching and educational staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	Uprooted	Teaching and educational staff	۲	eleven

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

### Infrastructure

Asaad-Features of prosody and rhyme d. Omar Al - Safaa Hulusi .The art of poetic cutting Dr -	Required prescribed books -١
Hashemi-Balance of Gold by Al - -Rhythm in Arabic poetry Dr. Mustafa Jamal Al - Din	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	references, Electronic -B ...Internet sites

### Course development plan

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

. grammar with all its entries, contents, and meanings

## (old book) Course description

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
Old book / second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (Second semester (course	year /stage /Semester
study hours ٣٠	(total) Number of study hours
٢٠٢٥-٣٠-٥	Date this description was prepared

### **Course objectives**

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

### **learning and evaluation methods ,outcomes and teaching Course**

Cognitive objectives -A

.Teaching students to think about ancient authors -١A

.Knowledge of scholars of flourishing antiquity -٢A

.the course of objectives skills The - B

texts, analyzing them, and working on them Proficiency in understanding ancient - ١B

### **Teaching and learning methods**

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

The method of learning by repeatedly exercising the tongue with very eloquent words - presentation and competition between students -

### **Evaluation methods**

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

**Emotional and value goals -C**

Studying an ancient book course works to revive the ancient heritage linguistically, -\A  
.grammatically, and literary

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

An ancient book course learner acquires the ability to understand and decipher -\D  
.ancient verses in a way that serves his linguistic ability

The learner of an old book is inspired to learn precisely the nature of some problems -\D  
.and their practical treatment

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

			and researchers		
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization		Teaching and educational staff and researchers	٢	Fifteenth

### Infrastructure

Qali-Amali by Abu Ali Al-Al - Jahiz-And clarification and clarification by Al -	Required prescribed books - ١
Ani-Al Studies in Islamic Literature Dr. Sami Makki - Journal of the Linguistic Academy in Cairo -	(Main references (sources - ٢
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - People's Electronic Library The Holy -	Recommended books and scientific journals, ) references ( ...,reports Electronic references, -B ...Internet sites

### Course development plan

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

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

## (the library) Course description

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

<b>University of Fallujah</b>	Educational institution
Arabic	department /center Scientific
Library / second stage	Course name/code
Actual and integrated where necessary	Available attendance forms
٢٠٢٤-٢٠٢٥ (Second semester (course	year /stage /Semester
study hours ٣٠	(total) Number of study hours
٢٠٢٥-٣٠-٥	Date this description was prepared
<b>Course objectives</b>	
The library course aims to learn about Arab and international library systems and returning methods of borrowing and	

<b>outcomes and teaching, learning and evaluation methods Course</b>
Cognitive objectives -A .based-Teaching students to think desk -١A .Knowledge of library scholars, their arts, and their writings -٢A
.the course of objectives skills The - B Proficiency in the art of borrowing books and organizing them in the library - ١B .according to the classification of Dewey and others
<b>Teaching and learning methods</b>
The method of teaching is by bringing comprehensive examples from the reality of - life, far from the vulgarities and meanings familiar to the common people and the daily .general public The method of learning by repeatedly exercising the tongue with very eloquent words - presentation and competition between students -
<b>Evaluation methods</b>
method of evaluation is through suspense and attracting moods, then awarding The - grades of merit, with rewards of grades for encouragement and others for punishment and .absolution of the teacher

**Emotional and value goals -C**

Studying the library course teaches thinking about organizing books according to -\C  
..dissertations , and educational pamphlets ,their types, periodicals, research, theses

y and other skills related to employabilit ) **General and qualifying transferable skills -D**  
.(personal development

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

The library learner is inspired to learn accurately and understand the nature of some -\D  
.problems and their practical treatment

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

	memorization		and researchers		
Behavioral influence	Understanding and memorization	Sources of proverbs	Teaching and educational staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization	Library of notable biographies	Teaching and educational staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization	Biographies of grammarians, poets, and prophets	Teaching and educational staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Library of history, geography and public literature	Teaching and educational staff and researchers	٢	Fifteenth

<b>Infrastructure</b>	
Library and Research Dr. Sami Makki Dr. Abdul Adwani-Wahab Al The history of libraries in Arab countries by Jawahiri-Khayal Al	Required prescribed books -١
Hashemi-Balance of Gold by Al - -Arabic poetry Dr. Mustafa Jamal Al Rhythm in Din	(Main references (sources -٢
Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al Aloka website Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, -B ...Internet sites

<b>Course development plan</b>
Adhering to the library heritage and developing it by infusing it with modern and ,library lesson data, mixing creative and graphic arts with dry grammatical rules .adding cultural evidence that serves the individual in his society known grammar footnotes, such -Making use of and making extensive use of well - Maridiya, adopting the book Meanings of -Khudari and Bahjah al-as Hashiyat al

rrai as a basis no less than the explanation of Ibn Aqeel Sama-Buildings by Dr. Fadel al Mubarak, and including in the curriculum the vocabulary of this comprehensive -al . book of Arabic grammar with all its entries, contents, and meanings

## Computer Course description

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

University of Fallujah	Educational institution
the department of Arabic language	department /center Scientific
the second stage - (Computer)	<b>name/code Course</b>
actual	<b>Available attendance forms</b>
٢٠٢٤-٢٠٢٥ (Second semester (course	<b>Semester/year</b>
hours of study ٣٠	<b>(total) Number of study hours</b>
٢٠٢٤-٣٠-٥	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<p>:course aims to do the following The computer</p> <p>.Training on electronic devices , especially smart ones -١</p> <p>.Keeping pace with technological development in computer science -٢</p>	

### outcomes and teaching, learning and evaluation methods Course .٢

#### : **objectives Cognitive - A**

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

#### : **Skills Objectives - B**

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

#### **goals Emotional and value - C**

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

### **Teaching and learning methods .١٠**

#### : **the teaching methods** Among -

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

structure Course					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	for computational - entials emerging from st	Teaching staff and researchers	۲	the first -
Behavioral influence	Understanding and memorization	Identify the window	Teaching staff and researchers	۲	the second
Behavioral influence	Understanding and memorization	cells Select	Teaching staff and researchers	۲	the third
Behavioral influence	Understanding and memorization	entering info	Teaching staff and researchers	۲	the fourth
Behavioral influence	Understanding and memorization	Alignment and boundaries	Teaching staff and researchers	۲	Fifth
Behavioral influence	Understanding and memorization	Accuracy of numbers and distinguishing jewellery	Teaching staff and researchers	۲	VI
Behavioral influence	and Understanding memorization	Autofill and data protection	Teaching staff and researchers	۲	Seventh
Behavioral influence	Understanding and memorization	PowerPoint and slide design program	Teaching staff and researchers	۲	VIII
Behavioral influence	Understanding and memorization	Internet types of networks and browsers	Teaching staff and researchers	۲	Ninth
Behavioral influence	Understanding and memorization	Search engines, search methods, and email	Teaching staff and researchers	۲	The tenth
Behavioral influence	Understanding and memorization	social media sites	Teaching staff and researchers	۲	eleven
Behavioral influence	Understanding and memorization	Practical Excel ۲۰۱۰	Teaching staff and researchers	۲	twelfth
Behavioral influence	Understanding and memorization	And PowerPoint ۲۰۱۰	Teaching staff and researchers	۲	thirteen

Behavioral influence	Understanding and memorization	Internet	Teaching staff and researchers	٢	Fourteenth
Behavioral influence	Understanding and memorization	Details of browsing on websites and speeding it up	Teaching staff and researchers	٢	Fifteenth

### **Infrastructure .١٣**

Teaching lectures -	References -١
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, Internet -٢ sites

### **Course development plan .١٤**

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

## English language :Course description

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

University of Fallujah	Educational institution
the department of Arabic language	department /center Scientific
second stage – (English language)	<b>Course name/code</b>
actual	<b>Available attendance forms</b>
٢٠٢٤-٢٠٢٥ (Second semester (course	<b>Semester/year</b>
hours of study ٣٠	<b>(total) Number of study hours</b>
٢٠٢٥-٣٠-٥	<b>Date this description was prepared</b>
<b>Course objectives</b>	
:The computer course aims to do the following	
.Spelling and letters training	
.development in learning English Keeping pace with linguistic	

### outcomes and teaching, learning and evaluation methods Course .٣

#### : objectives Cognitive - A

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

#### : Skills Objectives – B

- .Discover language synonyms and opposites

#### goals Emotional and value – C

- .Enhancing student vocabulary memorization

### Teaching and learning methods .١٠

#### : **the teaching methods** Among -

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

### Evaluation methods .١١

- .pronunciation of English texts Correct and parsed -
- .Testing the strength of memorization and memory for texts and scientific material -
- Stimulating the personal potentials emerging from students' consciences for personal -

**Course structure .١٢**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>week the</b>
Behavioral influence	Understanding and memorization	book Headaway approach	Teaching staff and researchers	٢	the first
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	the second
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	the third
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	the fourth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Fifth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	VI
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Seventh
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	VIII
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Ninth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	The tenth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	eleven
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	twelfth
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	thirteen
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Fourteen th
Behavioral influence	Understanding and memorization		Teaching staff and researchers	٢	Fifteenth

<b>Infrastructure .١٣</b>	
Teaching lectures -	References -١
Foreign language magazines -	Recommended books and -٣ scientific journals, ) references ( ...,reports
electronic magazine Arab-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -٤ sites

<b>Course development plan .١٤</b>
.Activating the research aspect of Arab heritage sources, especially literary ones -

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

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

**√ Grammar – Course description**

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

University of Fallujah	<b>educational institutionE .١</b>
Arabic	<b>department /center Scientific .٢</b>
the fourth language - √Grammar	<b>Course name/code .٣</b>
Actual and integrated where necessary	<b>Available attendance forms .٤</b>
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year .٥</b>
study hours ٤٥	<b>(total) Number of study hours .٦</b>
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared .٧</b>

**Course objectives .٨**

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

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

<p>Cognitive objectives -A</p> <p>Identifying the grammatical phenomenon that the student may encounter - ١A writings in other fields when reading Quranic and literary Arabic texts and .such as legal, social, philosophical, psychological, and others</p> <p>Adjusting the linguistic style according to the standards of eloquent - ٢A .Arabic linguistic use, apart from melody</p>
<p>.the course of objectives skills The - B</p> <p>.Knowing the melody and processing it - ١B</p> <p>Mastering the process of grammatical analysis and knowing the - ٢B .connections of words and the meanings of their structure</p> <p>Controlling grammatical standards and learning how to teach and - ٣B .research them</p>
<p>: Teaching and learning methods</p>
<p>memorizing the grammatical rule theoretically : <b>teaching methods</b> Among the - .and weaving speech according to its pattern in application</p> <p>identifying the grammatical topic through its : <b>learning methods</b> Among the - .how to benefit from it or refer to it source and</p>
<p>: Evaluation methods</p>
<p>.Knowing the grammatical phenomenon, analyzing it, and using it accordingly - .Qaeda and identifying its theoretical source-Identifying evidence of Al -</p>
<p>Emotional and value goals -C</p> <p>evidence from sacred texts, sayings, and proverbs that Selecting - ١C .nourish the behavioral and moral aspects of students</p> <p>Deepening the human conscience and feeling through expressive - ٢C .touches within the presentation of the course material</p>
<p>other skills related to employability ) ing transferable skillsGeneral and qualify -D . (and personal development</p> <p>Adapting the grammatical rule according to the eloquent linguistic use in - ١D .the eras of martyrdom and employing it practically in speech and writing</p> <p>he differences in speech styles and the effect of the Knowing t - ٢D .grammatical rule on this, along with mastering its analysis and application</p>

Course structure .) .					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	A detailed introduction to grammatical .methods	Teaching staff and correctors	٣	first the
Behavioral influence	Understanding and memorization	The call method and its .tools	Teaching staff and correctors	٣	the second
Behavioral influence	Understanding and memorization	Types of callers and .their parsing	Teaching staff and correctors	٣	the third
Behavioral influence	Understanding and memorization	.SOS style	Teaching staff and correctors	٣	the fourth
Behavioral influence	Understanding and memorization	.Marbling style	Teaching staff and correctors	٣	Fifth
Behavioral influence	Understanding and memorization	Specialization .style	Teaching staff and correctors	٣	VI
Behavioral influence	Understanding and memorization	Warning and temptation .method	Teaching staff and correctors	٣	Seventh
Behavioral influence	Understanding and memorization	Nouns of .verbs	Teaching staff and correctors	٣	VIII
Behavioral influence	Understanding and memorization	Names of .sounds	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	It is prohibited .to exchange	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and memorization	Definition of prohibited exchange and .its concept	Teaching staff and correctors	٣	eleven
Behavioral influence	Understanding and memorization	Types of prohibited	Teaching staff and correctors	٣	twelfth

		exchanges and .their examples			
Behavioral influence	Understanding and memorization	Reasons for the prohibited exchange and .its types	Teaching staff and correctors	٣	thirteen
Behavioral influence	Understanding and memorization	The relationship between the crowd and the .prohibited item	Teaching staff and correctors	٣	Fourtee nth
Behavioral influence	Understanding and memorization	Applications and reviews of .the material	Teaching staff and correctors	٣	Fifteent h

Infrastructure .١١

Explanation of Ibn Aqeel, and the meanings of - .Samarrai-Fadel Al .grammar, Dr	Required prescribed books -١
.Sibawayh book - .Explanation of Tashil, Ibn Malik - . Ghalayini-Mosque of Arabic Lessons, Al - .Wafi, Dr. Hassan Abbas-Nahaw Al-Al -	(Main references (sources -٢
.the Iraqi Scientific Academy Journal of - .Journal of the Linguistic Academy in Cairo -	Recommended books and references ( ...,scientific journals, reports )
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -B ...sites

development plan Course.١٢

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

## Poetry -Modern Literature :Course Description

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

University of Fallujah	<b>Educational institution</b> .١٠
Arabic	<b>department /center Scientific</b> .١١
Fourth Language - Poetry -Modern Literature	<b>Course name/code</b> .١٢
Actual and integrated where necessary	<b>Available attendance forms</b> .١٣
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year</b> .١٤
study hours ٤٥	<b>(total) Number of study hours</b> .١٥
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .١٦
<b>Course objectives</b> .١٧	
Poetry) aims to introduce students to modern -The course (Modern Literature of creativity, its most important poetic Arabic literature, its manifestations, fields poets, patterns of its compositions, aspects of its development, its relationship with other literatures, its most important paths, the nature of its style, and its .implications	

: outcomes and teaching, learning and evaluation methods Course .١٨

Cognitive objectives -A

.Identifying modern poetic literature among Arabs -١A

.Read the texts of this literature and know its poets -٢A

.the course of objectives skills The - B

.Arabic poetry in the modern era Knowledge of - ١B

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

.Mastering creative poetic texts and knowing their paths - ٣B
: Teaching and learning methods
.methods : memorizing selected texts <b>Teaching</b> - getting to know the subject and knowing the : methods include <b>Learning</b> - .mechanisms of its application
: Evaluation methods
.The amount of knowledge of modern Arabic poetry - .Adjust the mechanism for analyzing these texts -
Emotional and value goals -C Identifying texts that nourish the behavioral and moral aspects of -١C .students Deepening the human conscience and feeling through expressive -٢C .touches within the presentation of the course material
skills related to employability other ) General and qualifying transferable skills -D (and personal development .Mastering modern Arabic poetry -١D Following up on the development in modern Arabic literature in poetic -٢D .creativity

Course structure .١٣					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Literary life and factors of the .Renaissance	Teaching staff and correctors	٣	the first
Behavioral influence	Understanding and memorization	Arabic poetry in century th١٩the .AD	Teaching staff and correctors	٣	the second
Behavioral influence	Understanding and memorization	.Old classic	Teaching staff and correctors	٣	the third
Behavioral influence	Understanding and memorization	. Revival group	Teaching staff and correctors	٣	the fourth
Behavioral influence	Understanding and memorization	. Baroudi-Al	Teaching staff and correctors	٣	Fifth
Behavioral influence	Understanding and memorization	.Neoclassical	Teaching staff and correctors	٣	VI
Behavioral influence	Understanding and memorization	.Moderate poets	Teaching staff and correctors	٣	Seventh
Behavioral influence	Understanding and memorization	Rusafi and -Al .Hafez Ibrahim	Teaching staff and correctors	٣	VIII
Behavioral influence	Understanding and memorization	.Ahmad Shawqi	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	Romanticism and .beyond	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and	Diwan Abdul Rahman Shukri	Teaching staff	٣	eleven

influence	memorization	.group	and correctors		
Behavioral influence	Understanding and memorization	Apollo Ibrahim .Naji group	Teaching staff and correctors	٣	twelfth
Behavioral influence	Understanding and memorization	Diaspora .community	Teaching staff and correctors	٣	thirteen
Behavioral influence	Understanding and memorization	Free poetry .Malaika-Nazik Al	Teaching staff and correctors	٣	Fourteenth
Behavioral influence	Understanding and memorization	Scientific .reviews	Teaching staff and correctors	٣	Fifteenth

Infrastructure .) ٤	
-Modern Arabic Literature, Dr. Salem Al - .Hamdani, Dr. Faiq Mustafa	Required prescribed books -)
.Modern Literature, Dr. Shawqi is a guest -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - People's Electronic Library The Holy -	Electronic references, -B ...Internet sites

Course development plan.) ٥
.Activating the analogue aspect by opening the horizons of sources - .Activating the practical aspect by analyzing texts -

## Comparative Literature - Course Description

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

University of Fallujah	<b>Educational institution</b> .١٩
Arabic	<b>department /center Scientific</b> .٢٠
Fourth Language – Comparative Literature	<b>Course name/code</b> .٢١
integrated where necessary Actual and	<b>Available attendance forms</b> .٢٢
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year</b> .٢٣
study hours ٤٥	<b>(total) Number of study hours</b> .٢٤
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٢٥
<b>Course objectives</b> .٢٦	
<p>Arabic The (Comparative Literature) course aims to introduce students to literature and its relationship to Islamic literature and world literature in terms of influence and influence throughout the literary eras through the openness of the -Arabs to the Islamic and Western world and identifying the points of cross lization and difference while knowing the means of literary knowledge in each ferti .environment and the extent of benefiting from them</p>	

: outcomes and teaching, learning and evaluation methods Course .٢٧

Cognitive objectives -A

of nations and their relationship to Arabic Identifying the literatures -١A .literature

Learn about the influence and impact between Arabic literature and the -٢A .literature of peoples

<p>.the course of objectives skills The - B</p> <p>.Knowledge of the etiquette of nations - ١B</p> <p>the process of studying other literatures through Arabic Mastering - ٢B</p> <p>.literature</p> <p>.Setting comparative standards and reaching practical results - ٣B</p>
<p>: Teaching and learning methods</p>
<p>.methods : memorizing selected texts <b>Teaching</b> -</p> <p>know the subject and knowing the getting to : methods include <b>Learning</b> -</p> <p>.mechanisms of its application</p>
<p>: Evaluation methods</p>
<p>.fertilization between literatures-The amount of knowledge of cross -</p> <p>.Controlling the academic balance between Arabic literature and other literatures -</p>
<p>value goals Emotional and -C</p> <p>Identifying texts that nourish the behavioral and moral aspects of -١C</p> <p>.students</p> <p>Deepening the human conscience and feeling through expressive -٢C</p> <p>.touches within the presentation of the course material</p>
<p>other skills related to employability ) skills General and qualifying transferable -D</p> <p>.(and personal development</p> <p>Standing on solid ground in world literature and knowing its relationship -١D</p> <p>.to Arabic literature</p> <p>Following up on developments in Arabic literature through influence, -٢D</p> <p>. fertilization-e, and crossinfluenc</p>

Course structure . ١٦					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of comparative literature linguistically and terminologically, its origin and the reasons for its .emergence	Teaching staff and correctors	٣	the first
Behavioral influence	Understanding and memorization	Schools of comparative literature in the .world	Teaching staff and correctors	٣	the second
Behavioral influence	Understanding and memorization	The French School: A general definition of it historically and socially and of its .principles	Teaching staff and correctors	٣	the third
Behavioral influence	Understanding and memorization	The Russian School: a general definition of it historically and socially and its . principles	Teaching staff and correctors	٣	the fourth
Behavioral influence	Understanding and memorization	The American School: A general definition of it historically and socially and its . principles	Teaching staff and correctors	٣	Fifth
Behavioral influence	Understanding and memorization	A general definition .of literary genres	Teaching staff and correctors	٣	VI
Behavioral	Understanding and	Poetic genres vertical poetry, free )	Teaching staff	٣	Seventh

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

Infrastructure .١٧

Comparative Literature, Dr. Muhammad -  
.Ghoneimi Hilal

Required prescribed books -١

literature and its The theory of comparative -  
Dr. Ahmed -manifestations in the Arab world  
.Darweesh  
Introduction to the comparative literary lesson, Dr. -  
.Ahmed Radwan

(Main references (sources -٢

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

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

## Qur'anic expression :Course description

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

Fallujah University of	<b>Educational institution</b> .٢٨
Arabic	<b>department /center Scientific</b> .٢٩
the fourth language - Quranic expression	<b>Course name/code</b> .٣٠
Actual and integrated where necessary	<b>Available attendance forms</b> .٣١
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year</b> .٣٢
study hours ٣٠	<b>(total) Number of study hours</b> .٣٣
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٣٤
<b>Course objectives</b> .٣٥	
The course (Qur'anic Expression) aims to introduce students to the characteristics of the style of the Holy Qur'an, the features of its structure, the structures such as introduction, delay, mention, deletion, nature of its speech negation, and affirmation, and the mechanisms of expansion of meanings, .comparison and difference of words, and accuracy of expression in it	

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

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

Course structure .١٩

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

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

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

Course development plan.٢١
.sources Activating the analogue aspect by opening the horizons of - .Activating the practical aspect by analyzing texts -

## Modern Literary Criticism/Poetry - Course Description

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

University of Fallujah	<b>Educational institution</b> .٣٧
Arabic	<b>department Scientific</b> .٣٨ <b>center/</b>
the fourth language – Modern literary criticism/poetry	<b>Course name/code</b> .٣٩
Actual and integrated where necessary	<b>Available attendance</b> .٤٠ <b>forms</b>
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year</b> .٤١
hours study ٣٠	<b>Number of study hours</b> .٤٢ <b>(total)</b>
AD ٢٠٢٥/٣٠/٥	<b>Date this description</b> .٤٣ <b>was prepared</b>
<b>Course objectives</b> .٤٤	
<p>The course (Modern Literary Criticism/Poetry) aims to introduce students to the characteristics of criticism of Arabic poetry in the modern era, the methods of references , its philosophical frameworks, and its modern criticism, its cultural o the Arab critical heritage, along with identifying its applications to relationship t poetic texts and the paths of its development, in addition to the practical aspect . .of criticizing the poetic text and exploring its contents</p>	

: outcomes and teaching, learning and evaluation methods Course .٤٥

Cognitive objectives -A

Reading the poetic text is a critical, conscious reading that starts from the -١A cognitive foundation studied by the student while trying to uncover the text's .creative inputs and outputs in a way that serves the recipient cultural and

are compatible with Controlling knowledge of modern critical standards that -٢A .the development of the poetic text

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

Course structure .٢٢

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

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

Infrastructure .٢٣	
In modern literary criticism, principles and - .Reda Ali applications. Faiq Mustafa, Dr. Abdul	Required prescribed books -١
Introduction to modern literary criticism, Dr. Sulafa - .Saeb Modern literary criticism, Dr. Muhammad - .Ghoneimi Hilal	(Main references (sources -٢
.Scientific Academy Journal of the Iraqi - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al -	Electronic references, -B

Aloka website - .Mustafa Electronic Library-AI -	.Internet sites
---	-----------------

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

## Semantics - Course description

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

University of Fallujah	<b>Educational institution</b> .٤٦
Arabic	<b>department /center Scientific</b> .٤٧
the fourth language - Semantics	<b>Course name/code</b> .٤٨
Actual and integrated where necessary	<b>Available attendance forms</b> .٤٩
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year</b> .٥٠
study hours ٣٠	<b>(total) Number of study hours</b> .٥١
AD ٢٠٢٥/٣٠/٥	<b>description was prepared Date this</b> .٥٢
<b>Course objectives</b> .٥٣	
The course (Semantics) aims to introduce students to the meaning of words, the history of the study of meaning, the importance of knowing the meaning in a sentence, the mechanisms of knowing meaning, the types of connotations, the nnotation of words, the difference between lexical difference between the co contextual meaning , and the development of semantics among meaning and .modern scholars	

: outcomes and teaching, learning and evaluation methods Course .٥٤

Cognitive objectives -A  
 science of semantics and the features of the meaning of Mastering the -١A  
 .words  
 .Adjusting theories of semantics -٢A

<p>.the course of objectives skills The - B</p> <p>.Knowing the nature of semantics - ١B</p> <p>.Mastering the theories of semantics and their applications - ٢B</p> <p>.Controlling the meaning and means of knowing it - ٣B</p>
<p>: Teaching and learning methods</p>
<p>.memorizing semantic evidence : <b>teaching methods</b> Among the -</p> <p>learning about theories of semantics and the mechanisms of : methods <b>Learning</b> -</p> <p>.their application to texts</p>
<p>: Evaluation methods</p>
<p>.Knowing the meaning and definition of it -</p> <p>.Adjusting semantic theories -</p>
<p>Emotional and value goals -C</p> <p>Selecting evidence from the texts of the Holy Qur'an that nourish the -١C</p> <p>.behavioral and moral aspects of students</p> <p>human conscience and feeling through expressive Deepening the -٢C</p> <p>.touches within the presentation of the course material</p>
<p>other skills related to employability ) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>according to the custom of Arab speech Adapting the semantic base -١D</p> <p>.and employing it practically in pronunciation and writing</p> <p>Knowing the methods of semantics and mastering their analysis and -٢D</p> <p>.application</p>

Course structure .٢٥					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Definition of semantics, and a historical . introduction	Teaching staff and correctors	٢	the first
Behavioral influence	Understanding and memorization	Types of connotations in .linguistic use	Teaching staff and correctors	٢	the second
Behavioral influence	Understanding and memorization	Semantics, its importance and .its sections	Teaching staff and correctors	٢	the third
Behavioral influence	Understanding and memorization	Semantic unit and types of .meaning	Teaching staff correctors and	٢	the fourth
Behavioral influence	Understanding and memorization	Methods of studying meaning and theories of .semantics	Teaching staff and correctors	٢	Fifth
Behavioral influence	Understanding and memorization	Context: its definition, theories and .pioneers	Teaching staff and correctors	٢	VI
Behavioral influence	Understanding and memorization	Context .patterns	Teaching staff and correctors	٢	Seventh
Behavioral influence	Understanding and memorization	Semantic field .theory	Teaching staff and correctors	٢	VIII
Behavioral influence	Understanding and memorization	Types of .semantic fields	Teaching staff and correctors	٢	Ninth
Behavioral influence	Understanding and memorization	Relationships within the .lexical field	Teaching staff correctors and	٢	The tenth

Behavioral influence	Understanding and memorization	Attempts by Arabs and Europeans	Teaching staff and correctors	٢	eleven
Behavioral influence	Understanding and memorization	Multiple meaning and its problems	Teaching staff correctors and	٢	twelfth
Behavioral influence	Understanding and memorization	Verbal .common	Teaching staff and correctors	٢	thirteen
Behavioral influence	Understanding and memorization	.Opposites	Teaching staff and correctors	٢	Fourteenth
Behavioral influence	Understanding and memorization	.Tandem	Teaching staff and correctors	٢	Fifteenth

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

Course development plan.٢٧
.Activating the analogue aspect by opening the horizons of sources - .analyzing texts Activating the practical aspect by -

## Arabic linguistic curricula : Course description

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

University of Fallujah	<b>Educational institution</b> .٥٥
Arabic	<b>department /center Scientific</b> .٥٦
the fourth language - Arabic linguistic curricula	<b>Course name/code</b> .٥٧
Actual and integrated where necessary	<b>Available attendance forms</b> .٥٨
٢٠٢٤-٢٠٢٥ (First semester (course	<b>Semester/year</b> .٥٩
study hours ٣٠	<b>Number of study hours (total)</b> .٦٠
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .٦١
<b>Course objectives</b> .٦٢	
<p>The course (Arabic Linguistic Curricula) aims to introduce students to the Arabic linguistic lesson since the dawn of its inception, the collection and with learning about its history, its first codification of the language, along scientific layer and its development, the methods of writing, teaching, and research, the openness of this lesson to the East and West, the relationship of the Book of Sibawayh, the linguistic lesson to other sciences, the stage before and the stage of the Book of Sibawayh. Then the stage after Sibawayh's book .and the theories of the Arabic linguistic lesson</p>	

: outcomes and teaching, learning and evaluation methods Course .٦٣

Cognitive objectives -A

the history of the Arabic linguistic lesson and knowing the Examining -١A motives for its emergence and development, its importance, and the .mechanisms of its care for the classical Arabic language

of Getting to know the curricula of Arabic linguists and their methods -٢A .writing, teaching, research and study

<p>.the course of objectives skills The - B</p> <p>.Knowing the history of the Arabic linguistic lesson - ١B</p> <p>.Controlling the course of linguistic composition and its mechanisms - ٢B</p> <p>.curricula and their application paths Mastering the Arabic linguistic - ٣B</p>
<p>: Teaching and learning methods</p>
<p>memorizing scientific theorizing about the history : <b>teaching methods</b> Among the -</p> <p>.of the Arabic linguistic lesson and understanding it with its examples</p> <p>reviewing the understanding of this scientific : <b>learning methods</b> Among the -</p> <p>.heritage</p>
<p>: Evaluation methods</p>
<p>.The extent of mastery of the history of the Arabic linguistic lesson -</p> <p>.Knowing the mechanisms of Arabic language study and controlling its curricula -</p>
<p>goals Emotional and value -C</p> <p>Paying attention to the history of the Arabic language lesson and -١C</p> <p>.nurturing the behavioral and moral aspects of the students</p> <p>Deepening the human conscience and feeling through expressive -٢C</p> <p>.material touches within the presentation of the course</p>
<p>other skills related to employability ) General and qualifying transferable skills -D</p> <p>.(and personal development</p> <p>.reading it-Scientific interaction with this legacy in terms of re -١D</p> <p>lesson since its Paying attention to the paths of the Arabic linguistic -٢D</p> <p>.inception</p>

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

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

Infrastructure .٢٩

Linguistic thinking in Arab civilization, Dr. - Required prescribed books -١  
. Masdi-Abdul Salam Al

Teaching Arabic language, presentation and - (Main references (sources -٢  
.Makarem-analysis, Dr. Ali Abu Al  
Arabs, Dr. Ahmed Linguistic research among the -  
.Mukhtar Omar

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

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

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

**Chapter II - Description of the fourth stage course**

**Grammar - Course Description**

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

University of Fallujah	<b>Educational institution .<sup>١</sup></b>
Arabic	<b>department /center Scientific .<sup>٢</sup></b>
the fourth language - <sup>٨</sup> Grammar	<b>Course name/code .<sup>٣</sup></b>
Actual and integrated where necessary	<b>Available attendance forms .<sup>٤</sup></b>
٢٠٢٤-٢٠٢٥ / (Second semester (course	<b>Semester/year .<sup>٥</sup></b>
study hours <sup>٤٥</sup>	<b>(total) Number of study hours .<sup>٦</sup></b>
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared .<sup>٧</sup></b>
<b>Course objectives .<sup>٨</sup></b>	
aims to introduce students to the characteristics of (The course (Grammar parsing of the structure of Arabic speech, its methods and mechanisms, the the present tense verb in terms of its nominative, accusative, jussive, and assertive subjunctive tools, the -construction, knowledge of the non mechanisms of controlling number and ways of using it, methods of .the story and the method of its parsing metonymy for numbers, the style of	

: outcomes and teaching, learning and evaluation methods Course .<sup>٩</sup>

Cognitive objectives -A

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

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

.the course of objectives skills The - B

.Knowing the melody and processing it - <sup>1</sup>B

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

Controlling grammatical standards and learning how to teach and - <sup>3</sup>B  
.research them

: Teaching and learning methods

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

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

: Evaluation methods

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

Emotional and value goals -C

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

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

other skills related to employability ) ing transferable skillsGeneral and qualify -D  
(and personal development

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

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

Course structure .) .					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Behavioral influence	Understanding and memorization	Present tense verb definition and .explanation	Teaching staff and correctors	٣	first the
Behavioral influence	Understanding and memorization	Raise the present .tense verb	Teaching staff and correctors	٣	the second
Behavioral influence	Understanding and memorization	Accusative present .tense verb	Teaching staff and correctors	٣	the third
Behavioral influence	Understanding and memorization	.Present tense verb	Teaching staff and correctors	٣	the fourth
Behavioral influence	Understanding and memorization	The imperative .conditional tools	Teaching staff and correctors	٣	Fifth
Behavioral influence	Understanding and memorization	assertive -Non .subjunctive tools	Teaching staff and correctors	٣	VI
Behavioral influence	Understanding and memorization	Number and .number metonyms	Teaching staff and correctors	٣	Seventh
Behavioral influence	Understanding and memorization	.Story style	Teaching staff and correctors	٣	VIII
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	Ninth
Behavioral influence	Understanding and memorization	Application and .viewing	Teaching staff and correctors	٣	The tenth
Behavioral influence	Understanding and	Application and	Teaching staff	٣	eleven

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

Infrastructure .١١	
Explanation of Ibn Aqeel, and the meanings of .Samarrai-grammar, Dr. Fadel Al -	Required prescribed books -١
.Sibawayh book - .Explanation of Tashil, Ibn Malik - . Ghalayini-Arabic Lessons, Al Mosque of - .Wafi, Dr. Hassan Abbas-Nahaw Al-Al -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and references ( ...,scientific journals, reports )
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Internet ,Electronic references -B ...sites

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

## Prose -Modern Literature – Course description

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

University of Fallujah	<b>Educational institution</b> .١٠
Arabic	<b>department /center Scientific</b> .١١
Fourth Language - Prose -Modern Literature	<b>Course name/code</b> .١٢
Actual and integrated where necessary	<b>Available attendance forms</b> .١٣
٢٠٢٤-٢٠٢٥ / (Second semester (course	<b>Semester/year</b> .١٤
study hours ٤٥	<b>(total) Number of study hours</b> .١٥
AD ٢٠٢٥/٣٠/٥	<b>Date this description was prepared</b> .١٦
<b>Course objectives</b> .١٧	
Prose) aims to introduce students to modern -The course (Modern Literature Arabic prose literature, its manifestations, areas of creativity, its most aspects of its development, its relationship with ,important creators, its styles other literatures, its most important paths, the nature of its style, and its .implications	

: outcomes and teaching, learning and evaluation methods Course .١٨

Cognitive objectives -A

.modern prose literature among Arabs Identifying -١A

.Access to the texts of this literature and their creators -٢A

.the course of objectives skills The - B

.Knowledge of Arabic prose in the modern era - ١B

.Understanding this prose literature and knowing its study - ٢B

.Mastering creative poetic texts and knowing their paths - ٣B
: Teaching and learning methods
.methods : memorizing selected texts <b>Teaching</b> - getting to know the subject and knowing the : methods include <b>Learning</b> - .mechanisms of its application
: methods Evaluation
.The extent of knowledge of modern Arabic prose - .Adjust the mechanism for analyzing these texts -
Emotional and value goals -C Identifying texts that nourish the behavioral and moral aspects of -١C .students and feeling through expressive Deepening the human conscience -٢C .touches within the presentation of the course material
other skills related to employability ) General and qualifying transferable skills -D (and personal development .Mastering modern Arabic prose -١D n the development in modern Arabic literature in prose Following up o -٢D .creativity

Course structure .١٣

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

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

#### Infrastructure .١٤

-Dr. Salem Al ,Modern Arabic Literature - .Hamdani, Dr. Faiq Mustafa	Required prescribed books -١
.Modern Literature, Dr. Shawqi is a guest -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Academy in Cairo Journal of the Linguistic -	Recommended books and references ( ...,scientific journals, reports )
Arab electronic magazine-Lisan al - Aloka website - Mustafa Electronic Library-Al - The Holy People's Electronic Library -	Electronic references, Internet -B ...sites

#### Course development plan.١٥

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

## prose -Modern literary criticism – Course description

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

University of Fallujah	<b>Educational institution</b> .١٩
Arabic	<b>department Scientific</b> .٢٠ <b>center/</b>
the fourth language – Modern literary criticism/prose	<b>Course name/code</b> .٢١
Actual and integrated where necessary	<b>Available attendance</b> .٢٢ <b>forms</b>
٢٠٢٤-٢٠٢٥ / (Second semester (course	<b>Semester/year</b> .٢٣
hours study ٣٠	<b>Number of study hours</b> .٢٤ <b>(total)</b>
AD ٢٠٢٥/٣٠/٥	<b>Date this description</b> .٢٥ <b>was prepared</b>
<b>Course objectives</b> .٢٦	
The course (Modern Literary Criticism / Prose) aims to introduce students to the characteristics of Arabic prose criticism in the modern era, the methods of references , its philosophical frameworks, and its cultural modern criticism, its relationship to the Arab critical heritage, along with identifying its applications to prose texts and the paths of its development, in addition to the practical aspect . .exploring its contents of prose text criticism and	

: outcomes and teaching, learning and evaluation methods Course .٢٧

Cognitive objectives -A

Reading the prose text is a critical, conscious reading that starts from -١A trying to uncover the the cognitive foundation studied by the student while text's cultural and creative inputs and outputs in a way that serves the .recipient

are compatible Controlling knowledge of modern critical standards that -٢A .with the development of prose text

.course the of objectives skills The - B

.Knowing the mechanisms of criticizing prose text - ١B

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

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

: Teaching and learning methods

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

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

: Evaluation methods

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

Emotional and value goals -C

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

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

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

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

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

Course structure .١٦

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

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

Infrastructure .١٧	
In modern literary criticism, principles and applications - .Faiq Mustafa, Dr. Abdul Reda Ali	Required prescribed books -١
Introduction to modern literary criticism, Dr. - .Sulafa Saeb	(Main references (sources -٢
Modern literary criticism, Dr. Muhammad - .Ghoneimi Hilal	
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and scientific journals, ) references ( ...,reports
Arab electronic magazine-Lisan al - Aloka website - .Mustafa Electronic Library-Al -	Electronic references, -B .Internet sites

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

## Western linguistic approaches – Course description

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

University of Fallujah	<b>Educational institution</b> .٢٨
Arabic	<b>department Scientific</b> .٢٩ <b>center/</b>
the fourth language - Western linguistic curricula	<b>Course name/code</b> .٣٠
Actual and integrated where necessary	<b>Available attendance</b> .٣١ <b>forms</b>
٢٠٢٤-٢٠٢٥ / (Second semester (course	<b>Semester/year</b> .٣٢
study hours ٣٠	<b>Number of study hours</b> .٣٣ <b>(total)</b>
AD ٢٠٢٥/٣٠/٥	<b>Date this description</b> .٣٤ <b>was prepared</b>
<b>Course objectives</b> .٣٥	
The course (Western Linguistic Curricula) aims to introduce students to the learning about its Western linguistic lesson since its inception in Europe, while history and research into it, modern linguistic theories, linguistic research .methods, and modern linguistic schools	

: outcomes and teaching, learning and evaluation methods Course .٣٦

Cognitive objectives -A

of the Western linguistic study and knowing the Examining the history -١A motives for its emergence and development, its importance, and the .mechanisms of its care for the language

Identifying the curricula of linguists and their methods of writing, -٢A .teaching, and research

.the course of objectives skills The - B

.Knowing the history of Western linguistic studies - 1B

.Controlling the course of linguistic composition and its mechanisms - 2B

.Mastering Western linguistic curricula and their application paths - 3B

: and learning methods Teaching

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

.of the linguistic lesson and understanding it with its examples

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

.heritage

: Evaluation methods

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

Knowing the mechanisms of Western language learning and controlling its -

.curricula

Emotional and value goals -C

linguistic lesson and Paying attention to the history of the Western -1 C

.nurturing the behavioral and moral aspects of students

Deepening the human conscience and feeling through expressive -2 C

.touches within the presentation of the course material

r skills related to employability othe ) General and qualifying transferable skills -D

.(and personal development

.reading it-Scientific interaction with linguistics and re -1 D

Paying attention to the paths of Western linguistic study since its -2 D

.inception

Course structure . 19

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Behavioral influence	Understanding and memorization	Definition of linguistics as language and .terminology	Teaching staff and correctors	२	the first
Behavioral influence	Understanding and memorization	Features of the scientific study of .language	Teaching staff and correctors	२	the second
Behavioral influence	Understanding and memorization	The most important characteristics of .linguistics	Teaching staff and correctors	२	the third
Behavioral influence	Understanding and memorization	historical dimension of linguistics and the opinions of .scholars	Teaching staff and correctors	२	the fourth
Behavioral influence	Understanding and memorization	The Sanskrit language and its importance in .study	Teaching staff and correctors	२	Fifth
Behavioral influence	Understanding and memorization	Arabs get to know the modern .linguistic lesson	Teaching staff and correctors	२	VI
Behavioral influence	Understanding and memorization	Modern linguistic approaches and .their types	Teaching staff and correctors	२	Seventh
Behavioral influence	Understanding and memorization	Modern linguistic schools and their .types	Teaching staff and correctors	२	VIII
Behavioral influence	Understanding and memorization	. View and apply	Teaching staff and correctors	२	Ninth

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

Infrastructure .٢٠

Principles of Linguistics, Dr. Ahmed Mohamed .Qaddour -	prescribed books Required -١
Introduction to Linguistics, Dr. Muhammad .Muhammad Ali Younis - Investigations in Linguistics and Linguistics, Dr. .Obaidi-Rashid Al -	(Main references (sources -٢
.Journal of the Iraqi Scientific Academy - .Journal of the Linguistic Academy in Cairo -	Recommended books and journals , scientific ) references ( ...,reports
Arab electronic magazine-Lisan al Aloka website - Mustafa Electronic Library-Al The Holy People's Electronic Library -	Electronic references, -B Internet sites

Course development plan.٢١

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